

**ARI Research Note 2009-09**

**Operational Assessment of Tools for Accelerating  
Leader Development (ALD): Volume II, Appendices**

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**June 2009**

**United States Army Research Institute  
for the Behavioral and Social Sciences**

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**Army Project Number**  
**633007A792**

**Personnel Performance**  
**and Training**

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# OPERATIONAL ASSESSMENT OF TOOLS FOR ACCELERATING LEADER DEVELOPMENT (ALD): VOLUME II, APPENDICES

## EXECUTIVE SUMMARY

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### Research Requirement:

To support Army transformation efforts, the U.S. Army Research Institute's Fort Leavenworth Research Unit (FLRU) is conducting research and development to advance the state of the art for building excellence among Army leaders. Today's operational environment makes it very difficult for leaders to pursue robust professional development. Yet leaders are expected to have more skills earlier in their careers than ever before. To meet the need, FLRU researchers have developed an innovative leader development toolkit containing diagnostic and training modules. The final phase of the program called for a field assessment of the toolkit.

### Procedure:

To guide the planning and execution of this research effort, the research team developed several detailed planning documents. These documents were used to prepare for the assessment, support the fielding and demonstration of the toolkit, and guide the analysis of the resulting data to assess the suitability, acceptability, effectiveness, and impact of the toolkit. In addition to the data collected through the Web site server's learning management and database capabilities, the research team developed manual data collection instruments to elicit feedback from the participants who used the tools. These were targeted to the user jury sessions which were conducted at six different installations and to the members of the two combat battalions who participated in the demonstration.

### Findings:

The foundational planning document was the Detailed Test Plan (DTP). The DTP with its nine annexes established the framework for the demonstration and served as the basis for subsequent development of other planning documents. Additional documents critical to the research are: the Implementation Support Plan (detailed plan for implementing and supporting the demonstration), the Student Guide, and the manual data collection instruments. These documents were highly effective in enabling the demonstration and a successful assessment of the toolkit.

### Utilization and Dissemination of Findings:

These appendices contribute to the understanding of this research effort and provide valuable insights for researchers in planning for future efforts involving the assessment of leadership development programs.





# OPERATIONAL ASSESSMENT OF TOOLS FOR ACCELERATING LEADER DEVELOPMENT (ALD): VOLUME II, APPENDICES

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# **OPERATIONAL ASSESSMENT OF TOOLS FOR ACCELERATING LEADER DEVELOPMENT (ALD): VOLUME II, APPENDICES**

## **Introduction**

As the Army transforms to a modular structure, the need for high-quality leadership throughout the force is attracting more and more attention. The contemporary operational environment (COE) demands excellence among tactical leaders, yet compelling pressures make it more challenging than ever for leaders to pursue professional development. These pressures arise from multiple factors in today's national defense environment which impact leadership development among company grade officers. The most significant factors are:

1. The COE, especially as impacted by operational variables (political, military, economic, social, information, and infrastructure—PMESII) and unified action.
2. The Army Force Generation (ARFORGEN) model with the attendant transition to the modular force, modular organization realignments, and unit life cycle.
3. The persistently elevated OPTEMPO highlighted by deployment requirements that stress units and Soldiers.

This environment results in the interaction of two critical and conflicting factors—the COE's increasing demands and the decreasing time available for professional development of company grade officers. Responding to these emerging leadership development imperatives, the U.S. Army Research Institute (ARI) initiated an Army Technology Objective (ATO) entitled "Accelerating Leader Development" (ALD). Begun in FY04, the ATO aimed to develop approaches, methods and tools to enhance the self-development of company-grade officers. Under this ATO, investigators developed a family of innovative leadership development tools for company grade leaders to enable them to build their leadership skills faster and assume higher levels of responsibility earlier in their careers. The culminating phase of the ATO was an operational assessment of the ALD tools conducted among the target audience. The report on this assessment is presented in two volumes.

This volume of the report provides the appendices of the research report. These appendices are relevant to a full understanding of the research and are valuable to planning of further research in the area of innovative training tools or processes. Volume I of the report presents the methods and findings of the field assessment and provides details on the topics included in this introduction. A companion report describes the technology aspects of the toolkit (Garven, Leibrecht, & Tystad, in preparation).

### ***Key Aspects of the ALD Toolkit***

A detailed description and discussion of ALD toolkit and the demonstration appear in Volume I of this report. However, a brief summary of key aspects follows to provide context for this volume.

As seen in Table 1, the ALD program focused on competencies that contribute significantly to effective leadership—self-awareness, metacognition, critical thinking skills, and interpersonal skills.

Table 1  
*Critical Leader Competencies*

Competency	Description
Self-awareness	Understanding of one's own strengths, weaknesses, aptitudes, and attributes
Metacognition	Capacity to monitor and shape own self-development approaches and attitudes
Critical Thinking	Ability to apply structured problem-solving techniques to leadership challenges
Interpersonal Skills	Ability to handle person-to-person and cultural challenges as a unit leader

The work conducted under the ATO and predecessor efforts yielded tools in three high-priority areas—self-awareness/metacognition, critical thinking skills, and interpersonal skills. The prototype tools include (a) self-assessment instruments plus self-guided learning activities to foster metacognitive insights into one's own leader behaviors, (b) online instructional packages designed to build critical thinking skills, and (c) film-based vignettes that hone interpersonal skills via group discussion. The training program harnesses new approaches that include self-assessment tools, structured opportunities to link experiential and formal knowledge, immersive challenges for critical thinking, story telling, and computerized coaching and feedback. The ALD toolkit aims to boost the Army's ability to develop leaders who can meet the challenges and rigors of the COE. By enhancing leader development processes and outcomes, the toolkit is designed to build high-performing leader teams.

The ALD toolkit brings a new approach to leader development training. The program provides Web-accessed tools (with one exception) and a recommended strategy for harnessing the tools to maximize their effectiveness. The tools are intended for use by company grade officers in operational units, regardless of duty position. The fundamental intent is to improve leadership skills by helping officers to become self-aware, adaptive and agile decision makers. The ALD training tools, along with their intended purpose, are listed in Table 2.

Table 2  
*Training Tools of the ALD Toolkit*

Tool	Mode	Purpose
Leader Adaptability Self-Training System (LASTS)	Individual	Sharpen metacognitive self-development skills
Critical Thinking Skills (CTS) Modules	Individual	Enhance cognitive abilities critical for leaders
Army Excellence in Leadership (AXL) Vignettes	Group	Build interpersonal skills via situated learning

To guide the utilization of the ALD tools in a consistent fashion likely to produce optimal program benefits, the research team crafted a training model. The training model addressed two dimensions—sequence and time. The ideal sequence is depicted in Figure 1.

<b>Timeline</b>	Start	→	→	→	→	→	Finish
<b>Activity</b>	Diagnostics	Training					Diagnostics
<b>Tools</b>	Pre-Measures	LASTS	CTS 1-4	AXL #1	CTS 5-8	AXL #2	Post-Measures
<b>Time</b>	4-6 hr	3-4 hr	8-10 hr	2-3 hr	8-10 hr	2-3 hr	3-4 hr

Figure 1. Training sequence as recommended for the demonstration.

Optimally, ALD training would occur primarily during the reset phase of the unit life cycle. However, the training modules are suitable for use during other phases of the life cycle including individual and team training, certifying events at Combat Training Centers, and sustainment training. Also, the ALD tools were intended for use by company grade leaders during duty hours as part of the unit's training program.

### *Summary of Appendices*

This volume of the report contains the primary planning documents (see Table 3) which the research team used to guide the assessment of the ALD toolkit. Although most data collection during the ALD demonstration was accomplished through the website which was established for accessing the toolkit, data were also collected manually using paper forms from user juries and users in the participating units. Examples of the three manual data collection instruments used are also included in this volume (Appendix D).

Table 3  
*Summary of Appendices*

<b>Appendix</b>	<b>Title</b>	<b>Purpose</b>
A	Detailed Test Plan	<ul style="list-style-type: none"> <li>• Inform all stakeholders about the ATO &amp; ALD.</li> <li>• Establish the demonstration's framework and architecture.</li> <li>• Set the stage for subsequent operational planning documents.</li> <li>• Establish the management plan, including the timeline.</li> </ul>
B	Implementation Support Plan	<ul style="list-style-type: none"> <li>• Build on the Detailed Test Plan.</li> <li>• Create a roadmap for meeting demonstration objectives.</li> <li>• Plan for support during the ALD demonstration.</li> </ul>
C	Student Guide	<ul style="list-style-type: none"> <li>• Inform participants about ALD training and demonstration.</li> <li>• Facilitate participant completion of training and data collection.</li> <li>• Serve as a "Help Page" for use of the ALD website.</li> </ul>
D	User Satisfaction Surveys	<ul style="list-style-type: none"> <li>• Gather user reactions and opinions regarding the toolkit.</li> <li>• Accommodate requirements unique to specific target audiences.</li> </ul>

## ACRONYMS AND ABBREVIATIONS

AAR	After Action Review
AC	Active Component
ACR	Armored Cavalry Regiment
AE	Application Exercise
AKO	Army Knowledge Online
ALD	Accelerating Leader Development
ANCOC	Advanced Non-Commissioned Officer Course
ARFORGEN	Army Force Generation
ARI	U.S. Army Research Institute for the Behavioral and Social Sciences
ATO	Army Technology Objective
AWOL	Absent Without Leave
AXL	Army Excellence in Leadership
BCT	Brigade Combat Team
BCTP	Battle Command Training Program
Bde	Brigade
Bn	Battalion
BNCOC	Basic Non-Commissioned Officer Course
BOLC	Basic Officer Leader Course
CAC	Combined Arms Center
CAL	Center for Army Leadership
CAL-LDO	Center for Army Leadership – Leader Development Office
CCC	Captains Career Course
CCTT	Close Combat Tactical Trainer
CDR	Commander
CDST	Central Daylight Savings Time
CGSC	Command and General Staff College
cmts	comments
Co	Company
COE	Contemporary Operational Environment
COL	Colonel
Coll’n	Collection
CONUS	Continental United States
coord	coordinator
CPT	Captain
CPX	Command Post Exercise
CST	Central Standard Time
CTC	Combat Training Center
CTS	Critical Thinking Skills
DA	Department of the Army
DCI	Data Collection Instrument
DCMA	Data Collection, Management, and Analysis
DCMAP	Data Collection, Management, and Analysis Plan
DCSOPS&T	Deputy Chief of Staff for Operations and Training

DL	Distance Learning
DO-COR	Delivery Order Contract Officer's Representative
DOIM	Director of Information Management
DTO	Defense Technology Objective
DTP	Detailed Test Plan
Dvlprs	Developers
Dvlpt	Development
E-Date	effective date
ESA	Effective Self-Appraisal
est	estimated
Exp	Experimental
Experim'l	Experimental
FEA	Front-End Analysis
FLRU	Fort Leavenworth Research Unit
FORSCOM	U.S. Army Forces Command
FTR	Failure to Repair
FTX	Field Training Exercise
HBCT	Heavy Brigade Combat Team
HQ	Headquarters
html	hypertext markup language
IBCT	Infantry Brigade Combat Team
ID	Identification
Implem	Implementation
Indiv	individual
IPR	In-Progress Review
ISP	Implementation Support Plan
JROTC	Junior Reserve Officers Training Corps
JRTC	Joint Readiness Training Center
KSAs	Knowledge, Skills, and Abilities
LAI	Leadership Assessment Inventory
LASTS	Leader Adaptability Self-Training System
LD	Leader Development
LDRU	Leader Development Research Unit
LMS	learning management system
LT	Lieutenant
LTC	Lieutenant Colonel
Ltd	Limited
LTP	Leader Training Program
MACOM	Major Army Command
MDMP	Military Decision Making Process
METL	Mission Essential Task List
MFAB	Multi-Function Aviation Brigade
Mgr	manager
mgt	management
Mil	military
MLQ	Multifactor Leadership Questionnaire

MTOE	Modified Table of Organization and Equipment
N	an unspecified number
NA	Not Applicable
NCO	Non-Commissioned Officer
NGB	National Guard Bureau
NLT	not later than
NTC	National Training Center
O/C	Observer/Controller
OCAR	Office of the Chief, Army Reserve
Ofc	Office
OPD	Officer Professional Development
ops	operations
OPTEMPO	operational tempo
OTP	Outline Test Plan
Pam	Pamphlet
PC	personal computer
PIN	Personal Identification Number
PM	Project Manager
POC	Point of Contact
POI	Program of Instruction
Proj	project
QC	Quality Control
QTB	Quarterly Training Brief
Qual	Qualitative
Quant	Quantitative
RC	Reserve Component
R&D	Research and Development
re:	reference
reqts	requirements
ROTC	Reserve Officer Training Corps
SBCT	Stryker Brigade Combat Team
SCP	School for Command Preparation
SIMEX	Simulation Exercise
SME	Subject Matter Expert
SOP	Standing Operating Procedures
SPSS	Statistical Package for the Social Sciences
SR	Self Regulation
Sr	senior
SSA	Self and Social Awareness
SSN	Social Security Number
TBD	to be determined
TBP	to be published
TDA	Table of Distribution and Allowances
TEP	Task Execution Plan
THP	Take Home Package
TKML	Tacit Knowledge for Military Leaders



tng	training
T-P-U	<u>T</u> rained, Needs <u>P</u> ractice, <u>U</u> ntrained
TRADOC	U.S. Army Training and Doctrine Command
TSP	Training Support Package
UCI	Unit Cohesion Index
USA	United States Army
USARC	United States Army Reserve Command
USMA	United States Military Academy
XO	executive officer



## Appendix A

### DETAILED TEST PLAN

The Detailed Test Plan (DTP) established the framework and architecture for the demonstration and set the stage for creating the subsequent operational planning documents. The main body of the DTP and each of the annexes were written and formatted for the primary audience or users of each specific document. Accordingly, the DTP included a mix of separate documents prepared in Microsoft PowerPoint, Word, or Excel formats. Taken together, these documents (listed in Table A-1) constituted the plan that guided the planning and execution of the ALD demonstration. As noted in Table A-1, several of the DTP annexes are omitted from this volume due to their limited utility to most members of the target audience.

Table A-1  
*Detailed Test Plan Components*

<b>Document</b>	<b>Topic</b>	<b>Format</b>	<b>Volume II Status</b>
Main Body	Background, Research Plan, Management Plan	PowerPoint	Included
Annex A	ALD Leader Development Products	Word	Included
Annex B	Measurement Constructs	Word	Omitted
Annex C	ALD Master Calendar	Excel	Omitted
Annex D	Implementation Staffing Requirements	Word	Omitted
Annex E	Unit Selection Considerations	PowerPoint	Omitted
Annex F	Risk Mitigation Plan	Word	At Annex B to Appendix B
Annex G	ALD Training Support Package	Word	Included
Annex H	Bibliography	Word	Omitted
Annex I	ALD Website Architecture	PowerPoint	Included

The DTP was a working document. As such, some annexes were revised and/or issued separately. Also, the title of Annex A changed slightly from that listed on the last slide of the DTP. The title of the published document is used in this volume.

# **DETAILED TEST PLAN**

## **Accelerating Leadership Development Trial Implementation**

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Prepared for: U.S. Army Research Institute,  
Leader Development Research Unit  
Prepared by: Northrop Grumman Corporation

January 20, 2006

Contract W74V8H-04-D-0045, DO 06

## **CONTENTS**

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ALD

- 1. Background**
- 2. Research Plan**
- 3. Management Plan**
- 4. The Way Ahead**
- 5. Annexes**



## SECTION 1: BACKGROUND

- **ATO Overview**
- **Products of ALD ATO**
- **Training Concept and Implications**
- **Training Environment (Expected)**
- **Implementation Purpose and Goals**
- **Critical Assumptions**
- **Potential Payoff**



## THE ALD ATO

- **What is it?**
  - Part of DA-approved Army Technology Objective (ATO)
  - Goal: build knowledge, skills & attributes (KSAs) for future leaders
  - FY04 to FY07, culminating in operational implementation
- **Multi-dimensional tools for company grade leaders**
  - Web-accessed tools to assess key leadership KSAs
  - Online learning and mentoring tools to build self-awareness
  - Online modules to enhance critical thinking skills
  - Group vignettes to improve interpersonal skills
- **Potential contributions to force capabilities**
  - Adaptive, self-aware leaders for agile decision making
  - Young leaders capable of handling increased responsibilities
  - Leadership skills supporting a campaign quality force



## PRODUCTS OF ALD ATO

ALD

- **Assessment Tools**
  - Web-based assessment of leadership skills and experience
  - Web-based assistance for self-development planning
- **Self-Development Instrument**
  - Survey assessment of leader development processes and attributes
  - Web-delivered instruction on self-regulation, awareness & adaptability
- **Critical Thinking Skills (CTS) Modules**
  - Web-delivered multimedia learning for individual leaders
  - Sequential, progressive modules with practice exercises
- **Army Excellence in Leadership (AXL) Vignettes**
  - Video stories (case studies) delivered on local equipment
  - Small group learning with facilitated discussion



More details – See Annex A



## KEY FEATURES OF PRODUCTS

ALD

- **All products are Web-accessible**
- **Four assessment tools take 15-45 min each to complete**
- **Self-development tool takes 2-4 hrs to complete**
- **Eight CTS modules take 2 hrs each to complete**
- **CTS modules are geared for academic audience**
- **Two AXL vignettes take at least 1 hr each for execution**
- **Learners generally control own pace**
- **AXL implementation involves a facilitator**
- **All products provide feedback to learners**
- **Learners receive self-development guidance**



## THE PROGRAM'S KEY FEATURES

ALD

- Program website provides central access to all products
- Secure access relies on user ID and password
- Learning management is built into website functionality
- Pre- and post-tests use mainly ALD assessment tools
- TSP integrates training with all ALD products
- TSP provides recommended sequence and timeframe
- Total time to complete all ALD training is 20-30 hrs (est)
- Website software interfaces with performance database
- Telephone and online help desk supports users and trainers
- Commanders and investigators can monitor participation



Website Architecture – See Annex I



## IMPLICATIONS OF FEATURES

ALD

- Products should be embedded in unit training schedules
- User motivation depends heavily on command emphasis
- Users must perceive absolute protection of privacy
- Time-sequenced utilization drives longitudinal assessment
- Departing from recommended sequence should be discouraged
- Sequential completion of CTS modules should be enforced
- Implementation of ALD training requires ready Web access
- Without a facilitator, AXL vignette execution will suffer
- AXL data collection may depend heavily on the facilitator
- Online data collection yields sufficient product measures



# ALD TRAINING CONCEPT

ALD

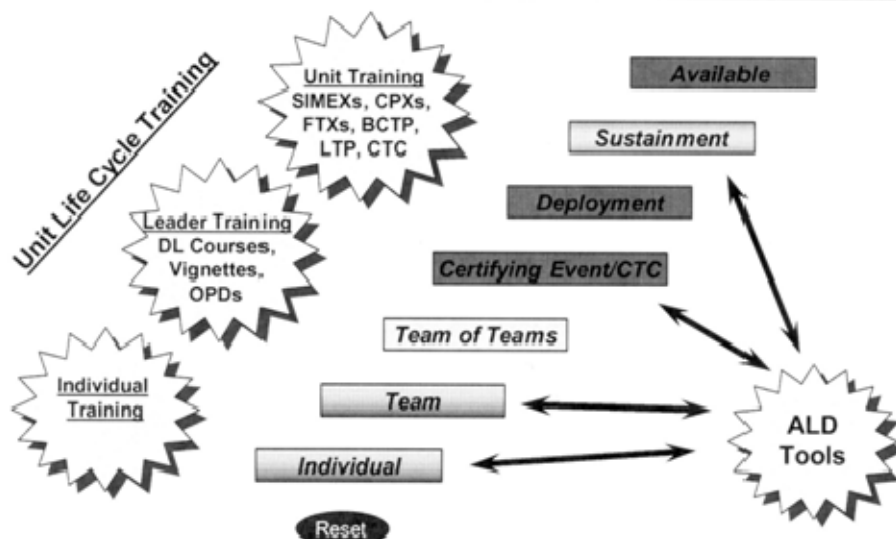
- **ALD products develop key leadership skills for company grade leaders**
- **Commanders embed ALD products in unit training cycle**
  - Rapidly build leader teams during reset and train phases
  - Follow recommended solution for unit training schedules
- **Progressive training sequence leverages all ALD products**
  - Individual instruction on leader development processes and self-regulation
  - Individual training on critical thinking skills
  - Leader team training on interpersonal skills
- **Commanders allocate and protect realistic time for ALD training**
- **ALD training helps prepare leaders for unit collective exercises**

☆ See Training Support Package – Annex G



# LEADER DEVELOPMENT IN UNITS

ALD





## **TRAINING ENVIRONMENT (EXPECTED)**

ALD

- **Leaders have busy schedules**
  - Life in a reset unit is highly dynamic
  - Daily tasks require active leadership
  - ALD training means shifting to “learning” mindset
- **Leaders split time between field and garrison activities**
- **Leader development occurs on an irregular basis**
- **Unit training schedule will include ALD time blocks**
- **Participants will follow ALD training sequence**
- **Numerous requirements will compete for time**
- **ALD training sessions will be subject to interruptions**
- **Units must respond to unanticipated taskings**



## **IMPLEMENTATION PURPOSE & GOALS**

ALD

- **Purpose: Demonstrate operational utilization of ALD products and assess their contributions and value**
- **Goals**
  - Conduct integrated technology demonstration (operational)
  - Collect multi-dimensional data from target audience
  - Assess effectiveness, impact, and value of ALD tools
  - Gather good ideas for improving the products and program



## **CRITICAL ASSUMPTIONS**

ALD

- Web-connected ALD products will become available by May 2006
- An appropriate Army agency will serve as proponent
- ALD products will be reliably accessible via secure Internet portal
- A suitable server (Web accessible) with LMS will host ALD products
- The unit information infrastructure is compatible with all products
- Resources for implementation and assessment may be less than adequate
- Achievable assessment objectives vary with available resources
- BCTs of interest will agree to support implementation and assessment
- Participants at all target echelons will implement products
- Fidelity of product implementation will be acceptable
- Adequate data collection tools will become available by July 2006
- Participants will support collection of sufficient data
- Statistical significance of findings is not make-or-break



## **POTENTIAL PAYOFF TO ARMY**

ALD

- More efficient use of leader development resources
- Adaptive, self-aware leaders for campaign quality force
- Critical thinkers who can handle battlefield uncertainties
- Leaders who can shoulder greater responsibilities earlier
- High-performing commander/leader teams
- Greater leverage of leadership assets
- Improved force effectiveness throughout unit life cycle



## SECTION 2: RESEARCH PLAN

### Contents

- **Scope and Options for Implementation**
- **Objectives and Questions of Interest**
- **Assessment Design and Approach**
- **Sampling and Selection of Participants**
- **Assessment Validity Issues**
- **Measurement and Data Handling**
- **Technical Documentation Requirements**
- **Key Technical Enablers**
- **Implementation Products and Outcomes**



## IMPLEMENTATION SCOPE

- **Who:** Company grade leaders
- **Target:** Reset BCTs in CONUS – AC and RC
- **Context:** Unit operational environment
- **Levels:** Staffs (Bde, Bn), companies, platoons
- **Metrics:** Qualitative and quantitative
- **Duration:** 2-3 months per BCT, 9 months overall
- **Support:** Government and/or contract personnel



## ALD

- **Measure acceptability of individual ALD products**
- **Measure utilization of individual ALD products**
- **Determine effectiveness of individual ALD products**
- **Examine coherence and congruence among ALD products**
- **Examine suitability and practicality of ALD training strategy**
- **Investigate impact of ALD products on leader KSAs/competencies**
- **Determine impact of ALD program on unit training and performance**
- **Examine impact of ALD program on unit climate and cohesion**
- **Document costs and benefits of using ALD products**
- **Determine completeness and sufficiency of ALD program**
- **Capture good ideas for improving ALD products and program**
- **Identify key conditions and enablers for successful ALD implementation**



## ALD

- **Option 1: Contractor-heavy staffing with ARI help (moderate resources)**
- **Option 2: ARI-heavy staffing with contractor help (reduced resources)**
- **Option 3: ARI staffing with minor contractor help (minimal resources)**



# ASSESSMENT OBJECTIVES

ALD

Objective	Option		
	1	2	3*
Measure acceptability of individual ALD products	Quant	Quant	Quant
Measure utilization of individual ALD products	Quant	Quant	Quant
Determine effectiveness of individual ALD products	Quant		
Examine coherence and congruence among ALD products	Qual		
Examine suitability and practicality of ALD training strategy	Qual	Qual	
Investigate impact of ALD products on leader KSAs/competencies	Quant	Quant	Qual
Determine impact of ALD program on unit training programs and performance	Quant	Qual	
Examine impact of ALD program on unit climate and cohesion	Quant	Qual	
Document costs and benefits of using ALD products	Quant	Qual	Qual
Determine completeness and sufficiency of ALD program	Qual		
Capture good ideas for improving ALD products and program	Qual	Qual	
Identify key conditions and enablers for successful ALD implementation	Qual	Qual	

\* NOTE: Option 3's limitations would constrain many data collection activities in practice (vs. theory)



# KEY QUESTIONS OF INTEREST

ALD

Objective	Option		
	1	2	3
To what extent do tactical leaders accept and utilize ALD products?	✓	✓	✓
What high-value KSAs do the ALD tools produce, and how well?	✓	✓	*
How does using ALD tools affect leadership quality and performance?	✓	✓	*
To what extent does ALD training accelerate leader competence?	✓	✓	
How mutually supportive and consistent are the various ALD products?	*		
How well does the ALD training strategy fit unit needs and conditions?	*	*	
How do ALD products impact unit training programs and outcomes?	✓	*	
How do ALD products impact unit mentoring and coaching efforts?	✓	*	
How does the ALD program impact unit resources and climate?	✓	*	*
How can units set conditions to get the most out of ALD products?	*	*	
What gaps exist in the ALD products and training strategy?	*		
How can the Army enhance the ALD products and program?	*	*	

\* Qualitative measurement only



# ASSESSMENT DESIGN

ALD

- **Independent Variable:** Learning Condition -- Baseline vs. Experimental (ALD) Groups\*
- **Hypothesis:** ALD tools produce better, faster development of leader KSAs/competencies
- **Paradigm:** Use longitudinal study methods to assess improvement and impact
- **Participants:** Commissioned officers (Co Grade) in diverse types of AG and RG units
- **Measurement:** Pre-post diagnostics, tool-specific measures, self-report, story telling

	Pre-Test	Self-Awareness & Critical Thinking I	Team Training I (AXL)	Critical Thinking II	Team Training II (AXL)	Post-Test
<u>Baseline</u> Bdes (2 ea)	Core Tests	Unit POI	Unit POI	Unit POI	Unit POI	Core Tests
<u>Experimental</u> Bdes (4/2 ea)	Core Tests	ALD Tools	ALD Vignettes	ALD Tools	ALD Vignettes	Core Tests
Timeline	1 wk	2 wks	1 wk	2 wks	1 wk	1 wk

\* Experimental vs. baseline comparison may not be defensible in Option 3



# ASSESSMENT APPROACH

ALD

Study ALD vs. baseline units

- **Use training support package as target implementing framework**
- **Define two treatment conditions – baseline vs. experimental**
- **Match groups approximately by specifying echelons/positions**
- **Leverage command emphasis to motivate participants**
- **Conduct pre-testing and post-testing in both conditions**
- **Integrate ALD products in experimental unit training schedules**
- **Supplement online data collection with in-person surveys**
- **Identify and track threats to validity of data**
- **Analyze data for treatment effects and predictability**
- **Set stage for follow-up investigation and data collection**



## **SAMPLING APPROACH**

ALD

- **Sample size (Option 1): Experimental = 4 Bdes, Baseline = 2 Bdes**
- **Sample size (Options 2 & 3): Experimental = 2 Bdes, Baseline = 2 Bdes**
- **Target units in Reset stage of ARFORGEN life cycle**
- **Sample both Active and Reserve units in CONUS**
- **Geographically isolate experimental and baseline units**
- **Involve diverse types of subordinate companies and platoons**
- **Target all company grade officers at each echelon**
- **Maximize participation of eligible leaders in participating units**
- **Define core cohort for anchor events (CCTT, LTP, CTC, etc.)**



## **THREATS TO VALIDITY**

ALD

- **Non-random selection of participants may favor experimental sample**
- **Pre-test learning may induce bias in favor of baseline sample**
- **Natural unit learning curve could mask effects of ALD products**
- **Experimental units may modify utilization of individual ALD tools**
- **Fidelity of implementing ALD training strategy is likely to vary**
- **Baseline participants could use "hookey" ALD products**
- **Non-random drop-outs among experimental sample may bias findings**
- **Pre-test "solutions" may transfer to post-test (e.g., repeat solutions)**
- **Overlap among ALD products may confound attribution of effects**



## THREATS TO VALIDITY (cont'd)

ALD

- Unique aspects of each unit may introduce confounding factors
- Numerous non-ALD sources of learning could influence findings
- Inter-unit variations in ALD implementation may confound results
- Significant events beyond unit control may affect leader attitudes
- ARFORGEN actions could differentially crowd unit schedules
- Continuity inherent in RC units may introduce unwanted effects
- Different leadership climates between brigades can bias findings
- Command emphasis on ALD program may differ between units
- Organizational environment (including installation factors) varies



## MEASUREMENT STRATEGY

ALD

- Apply ALD assessment tools for common diagnostic measures
- Use multi-dimensional measurement methods
- Link measures of performance and impact to unit training programs
- Apply 360° assessment methodology where feasible
- Emphasize objective measures of KSAs/competencies, performance, etc.
- Blend quantitative and qualitative measurement techniques
- Embed data collection in operational environment
- Optimize use of automated data collection means
- Capture product usage history and performance scores online
- Document incidents through on-site data collectors (Option 1)
- Take proactive steps to protect quality and quantity of data
- Protect privacy of individual participants and units



Measurement Constructs – See Annex B





# MEASUREMENT REQUIREMENTS

ALD

- **Biographical information from participants**
- **Leadership KSAs/competencies of participants (pre and post)**
- **Participant reactions re: quality and effectiveness of LD products**
- **Participants' usage history and performance with each LD product**
- **Team/unit performance in home station and CTC events (Options 1 & 2)**
- **Indicators of unit cohesion and climate (Options 1 & 2)**
- **Participants' experiences re: LD and performance (Options 1 & 2)**
- **Profile of unit training operations during implementation (Options 1 & 2)**
- **Unit resources used (time, personnel, etc.) for LD activities (Options 1 & 2)**
- **Operational support provided during implementation (Options 1 & 2)**
- **Significant milestones, events and incidents (internal, external)**
- **Technical problems, malfunctions, failures, etc. (Options 1 & 2)**
- **Warfighter, supporter, and researcher opinions on LD program**
- **Insights, suggestions, and lessons learned**



# MEASUREMENT APPROACHES

ALD

- **Automated test battery for leadership competence (pre & post)**
- **ALD product instrumentation for documenting performance**
- **Mining of unit documents (e.g., training calendars, readiness reports)**
- **Automated questionnaires for 360° administration (Options 1 & 2)**
- **Adaptation of Army survey instruments (e.g., Unit Climate Profile)**
- **Paper questionnaires for special applications**
- **Observation of unit training events/AARs (home station, CTC)**
- **Individual and group interviews and discussion sessions (Options 1 & 2)**
- **Focus groups to catalyze reflections, insights, and lessons (Options 1 & 2)**
- **Story telling sessions for participants to relate experiences (Option 1)**
- **Data capture forms for significant events and incidents (Options 1 & 2)**
- **Record keeping by ALD Coordinators and evaluators**



# MEASUREMENT CATEGORIES

ALD

- **User Acceptance** (product suitability, acceptability, utility)
- **Achievement of Learning Objectives** (effectiveness of each product, interdependencies among products)
- **Behavior Impact** (KSAs, individual and team performance, etc.)
- **Organizational Impact** (unit/institutional training programs, costs vs. benefits)
- **Implementation Factors** (time and resources required, fielding and support procedures)
- **Lessons Learned** (re: product design/improvement, training strategy, learning management, implementation, follow-on R&D)



# SOURCES OF DATA

ALD

- **Participants** (personal history, knowledge, ratings, reactions, performance scores, stories, opinions, attitudes, estimates, insights, suggestions)
- **Unit leaders and supervisors** (ratings, reactions, opinions, attitudes, estimates, resource expenditures, equipment/facilities impact, insights)
- **Internal and external trainers** (ratings, reactions, opinions, estimates, insights)
- **Peers and subordinates** (ratings, reactions, opinions, attitudes, estimates, insights)
- **ALD Coordinators** (implementation history, audit trail, observations, reports, reflections, insights, lessons learned)
- **Implementation support personnel** (ALD developers, advisors, fielders, facilitators, technical experts, system administrators)
- **Evaluators/investigators** (observations, transcripts, implementation artifacts, recordings, records, reflections, insights, lessons learned)
- **Website database** (usage history, progress/status, quiz/test scores, participant notes)
- **Unit documentation** (training calendars, readiness reports, etc.)



## **DATA MANAGEMENT & ANALYSIS**

ALD

- **Central database holds all data (qualitative, quantitative)**
- **Online and automated data feed directly into database**
- **Manual data are entered into database, with random QC**
- **All data records carry treatment, source unit, and PIN tags**
- **Derivative measures are calculated by computer**
- **Qualitative data undergo SME analysis and content analysis**
- **Quantitative data undergo descriptive or inferential analysis**
- **Regression techniques support trend and predictor analysis**
- **SPSS assists quantitative analysis (non-parametric, parametric)**

☆ Website Architecture – See Annex I



## **TECHNICAL DOCUMENTATION**

ALD

- **Commander's Briefing Package**
- **Training Support Package (Annex G)**
- **Implementation and Sustainment Support Plan**
- **Test Readiness Review Package**
- **ALD Coordinator's Guide**
- **ALD Unit Action Officer's Guide**
- **ALD System Administration Guide**
- **ALD Technical Assistance Guide**
- **Data Collection, Management and Analysis Plan**
- **Audit trail of changes, exceptions and departures**



## KEY TECHNICAL ENABLERS

ALD

- Unit leaders (CPTs, LTs) to participate fully in assessment
- TSP to guide integrated implementation of products
- ALD products delivered and managed via Website functionality
- Internet-accessible Website for hosting products & instruments
- Part-time system administrator (assuming single Website)
- Unit infrastructure suitable for implementing all ALD products
- Implementation support team (visitation and remote)
- AXL vignette facilitators furnished by ARI and/or units
- ALD Coordinators (rotating) and unit action officers (part-time)
- Suitable diagnostic battery to measure leadership competence
- Web-based data collection instruments (surveys, questionnaires, etc.)
- Data collection and management team supporting all sites



More details – See Annexes C and D



## MAJOR ASSESSMENT PRODUCTS

ALD

Phase	Product
Phase I	• Outline Test Plan
	• Research Plan
	• Management Plan
Phase II	• Detailed Test Plan
	• Implementation and Sustainment Spt Plan
	• Training Support Package plus Guides
	• Data Collection, Mgt and Analysis Plan
	• Publishable Report of Planning
Phase III	• Comprehensive Database
	• Data Analysis Results
	• Publishable Report of Findings



## ARI REVIEW OF PRODUCTS

ALD

- **Goal:** Ensure collaborative ARI input to all assessment products
- **Types of products**
  - Planning documents (DTP, Data Collection Plan, etc.)
  - Implementation documents (e.g., TSP, Implementation Plan)
  - Data collection instruments
  - Technical and management briefing materials
  - Publications (ARI Reports)
- **Review mechanisms**
  - All working materials: submit draft products to DO-COR for written comments
  - Survey protocols: submit thru DO-COR to Army Pers Survey Ofc
  - Publications: submit drafts to DO-COR for review



## ASSESSMENT OUTCOMES

ALD

- **Enhanced understanding of leadership development**
- **Insights for validating the ALD training strategy**
- **Recommendations for improving the family of products**
- **Needs-driven framework for an integrated program**
- **Reality-based guidelines for program implementation**
- **Data to support program implementation decisions**
- **Metrics for program contributions to transformation**
- **Tools for enhancing career planning of young leaders**
- **Scientific input to principles of adaptive leadership**
- **Lessons learned to guide follow-on R&D**



## SECTION 3: MANAGEMENT PLAN

### Contents

- **Timeline Framework and Master Calendar**
- **Management Structure (Organization, Stakeholders)**
- **Recruitment and Implementation Strategies**
- **Key Resource Factors**
- **Coordination and Control Mechanisms**
- **Reporting Strategy**
- **Key Decision Milestones**
- **Risks and Contingencies**



## TIMELINE FRAMEWORK

FY 05		FY 06	FY 07
Phase I May 04 – Dec 04	Phase II Jan 05 – Sep 06		Phase III Oct 06 – Sep 07

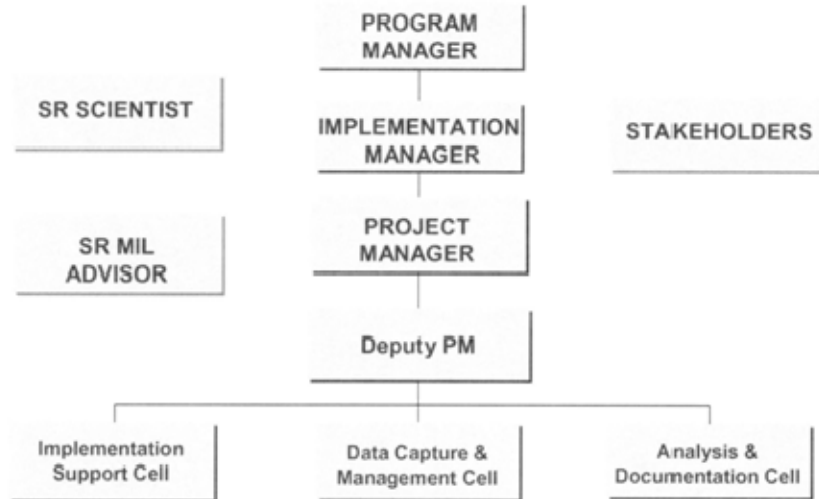
- **Phase I: Initial Planning**
  - Establish management and coordination structure
  - Develop and document implementation and assessment concepts
- **Phase II: Detailed Planning and Preparation**
  - Establish ALD program training strategy
  - Develop and document assessment approaches, procedures, and instruments
  - Develop implementation support plan and execution guides
  - Develop data collection, management and analysis plan
- **Phase III: Execution**
  - Support implementation and collect data
  - Analyze data and report findings

★ Master Calendar – Annex C



# IMPLEMENTATION TEAM ORGANIZATION

ALD



★ Staffing Requirements – Annex D



# STAKEHOLDERS

ALD

- **ARI-LDRU**
- **Product Developers**
- **ATO Proponent**
- **TRADOC-DCSOPS&T**
- **CAC**
- **CGSC**
- **CAL**
- **SCP**
- **LD Council of Colonels**
- **FORSCOM (G3)**
- **USARC/OCAR**
- **NGB**
- **TRADOC Schools**
- **US Military Academy**
- **USA Cadet Command**
- **CTCs (URTC, NTC)**



# ORGANIZATIONAL ROLES

ALD

Organization & Role	Responsibilities
ARI-LDRU ATO Manager	<ul style="list-style-type: none"> <li>• Provide ATO vision, guidance and oversight</li> <li>• Integrate ATO products and implementation/assessment efforts</li> </ul>
CG, GAG Executive Agent	<ul style="list-style-type: none"> <li>• Serve as TRADOC program advocate</li> <li>• Coordinate linkage with TRADOC stakeholders</li> </ul>
LD Council of Colonels Clearing Forum	<ul style="list-style-type: none"> <li>• Provide programmatic guidance and dissemination</li> <li>• Support coordination for critical enablers</li> </ul>
CAL-LDO Proponent/Sponsor	<ul style="list-style-type: none"> <li>• Perform proponent functions for ALD products</li> <li>• Support planning and management of implementation</li> </ul>
Product Developers	<ul style="list-style-type: none"> <li>• Provide advice and input regarding training methodology</li> <li>• Support planning, preparation and execution of implementation</li> </ul>
TRADOC-DCSOPS&T User Representative	<ul style="list-style-type: none"> <li>• Provide advice and input re: user perspective (institutions)</li> <li>• Support planning and execution of implementation</li> </ul>
FORSCOM / USARC / NGB User Representatives	<ul style="list-style-type: none"> <li>• Provide advice and input re: user perspective (tactical units)</li> <li>• Support planning and execution of implementation</li> </ul>
USMA / USA Cadet Cmd User Representatives	<ul style="list-style-type: none"> <li>• Provide advice and input re: user perspective (cadets)</li> <li>• Support preparation and pilot testing for implementation</li> </ul>



# UNIT RECRUITMENT STRATEGY

ALD

- **Pre-select units in Reset phase of unit life cycle**
- **Secure support of parent HQs of target units**
- **Aggressively recruit target units with on-site visits**
- **Emphasize benefits and payoff of ALD training**
- **Openly inform leadership of ALD implementation costs**
- **Maintain continuous dialogue with units during recruitment**
- **Select backup units in case of attrition**

☆ **Unit Selection Considerations – Annex E**





## IMPLEMENTATION STRATEGY

ALD

- **Staff and train up implementation support team**
- **Ensure readiness through comprehensive pilot testing**
- **Gain unit leadership support and buy-in early**
- **Map ALD products into unit training programs**
- **Directly help units during start-up phase**
- **Manage product usage via Website functionality and TSP**
- **Support units on-site and off with technical expertise**



**Additional Information – Annex F**



## KEY RESOURCE FACTORS

ALD

- **Time & funds for full Website development and testing**
- **Time & funds for development and testing of pre/post test and data collection instruments**
- **Time & funds for full train-up of support personnel**
- **Unit/leader participation in trial implementation**
- **24-7 Website operations with secure access**
- **Website system administrator and database manager**
- **Unit action officers and AXL facilitators**
- **Adequate implementation staffing (including manpower assets for on-site start-up and data collection)**
- **Funding for product developers' support of implementation**



## IMPLEMENTATION STAFFING

ALD

- **Project management:** PM supported by senior military and scientific experts
- **Implementation support:** ALD Coordinators, system administrator, product experts, unit action officers, AXI facilitators
- **Data capture & management:** data collectors, database manager
- **Analysis & documentation:** data analyst/programmer, technical writer, editor
- **Level of staffing will depend on funding options**

☆ Additional Information – Annex D



## WEBSITE REQUIREMENTS

ALD

- **Definition and authentication of access privileges**
- **Delivery of ALD products via Internet connectivity**
- **Management of pre-test, learning, and post-test sequences**
- **Management of data collection and feedback**
- **Summary representation of participant's progress**
- **Monitoring of participant status by administrators**
- **Full security of database and query functions**
- **Protection of privacy of participants and units**

☆ Additional Information – Annex I



## COORDINATION MECHANISMS

ALD

- **ATO coordination/review meetings – as scheduled**
- **Stakeholder teleconferences – periodic**
- **Information updates via email – monthly**
- **Working sessions – LDRU and contractor teams**
- **Technical dialogue among Govt and contractor experts**
- **Coordination meetings re: scheduling, resources, etc.**
- **Stakeholder review of plans, instruments, materials, etc.**
- **On-site ALD coordinators rotating among field sites**

☆ See also Master Calendar – Annex C



## CONTROL MECHANISMS

ALD

- **Program Manager = ATO Manager**
- **Implementation Manager = DO-COR**
- **Project Manager = Unit/ARI-LDRU Interface**
- **Road Map = Detailed Test Plan (approved by DO-COR)**
- **Guidelines = Guides for support personnel**
- **Audit Trail = Reporting requirements archive + records of support personnel**

☆ See Also Staffing Requirements – Annex D



# REPORTING REQUIREMENTS

ALD

- **Monthly status/progress reports**
- **Minutes of stakeholder and IPR meetings**
- **Informal summaries of coordination and working meetings**
- **Implementation/assessment briefings in ATO/DTO arena**
- **Formative evaluation summaries (measures, findings)**
- **Publishable report of assessment plans and methods**
- **Reports of high-impact incidents and events**
- **Briefing of preliminary assessment findings**
- **Publishable report of assessment procedures and findings**
- **Briefing of final assessment findings**



# Key Decision Milestones

ALD

Phase	Decision	Responsible	Due Date
I	OTP Approval	DO-COR; ATO PM	Done
II	Detailed Test Plan Approval	DO-COR; ATO PM; Key Stakeholders	Feb 06
	Unit Identification and selection	Project Mgr; ATO PM; Implem Mgr; Key Stakeholders	Mar 06
	Go/No Go Decision on ALD Products	ATO PM	May 06
	Pilot Start	Implem Mgr; Proj Mgr	Jul 06
	Go/No Go on ALD ATO live unit implementation	ATO PM; Implem Mgr; Key Stakeholders	Aug 06
III	Unit Implementation Start	ATO PM; Implem Mgr; Proj Mgr	Sep 06
	Data Collection Sufficient for implementation phase end	Proj Mgr; Implem Mgr	May 07
	Report Architecture Approval	ATO Mgr; Implem Mgr; Key Stakeholders	Jul 07

☆ See Also Master Calendar – Annex C



# RISKS AND CONTINGENCIES

ALD

- Some ALD products could be unavailable or unusable in FY07
- Inadequate website functionality may degrade program implementation
- Absence of program sponsor would hamper recruitment of units
- Unit participation may not materialize or sustain itself
- Absence of true baseline units may fail to yield valid control data
- Interruption of unit participation could reduce sample size
- Product implementation could be low-fidelity or incomplete
- Insufficient funding for data collectors may degrade quantity of data
- Inadequate data collection instruments would hurt quality of data
- Limited participation in data collection may reduce quantity of data
- Uncontrollable factors may undermine validity of data



Risk Mitigation Plan – Annex F



ALD

## SECTION 4: THE WAY AHEAD

### Contents

- Critical Enablers
- Unfunded Requirements
- Immediate Actions



## CRITICAL ENABLERS

ALD

- **ALD program proponent or sponsor**
- **Recruitment of participating units – AC and RC**
- **Command support of implementation and assessment**
- **ALD products suitable for Website managed implementation**
- **Website for hosting products and data collection capabilities**
- **AXL facilitators (ARI/contractor or unit personnel)**
- **Data collection and management capabilities and procedures**
- **Product developers' input to training effectiveness surveys**
- **Resources for preparing and pilot testing data collection means**
- **Adequate staffing of implementation and data collection teams**



## UNFUNDED REQUIREMENTS

ALD

- **Development of Website compatibility of ALD products**
- **Development and testing of data collection instruments**
- **Development of Website for learning mgt & data collection**
- **Configuration and testing of operational Website**
- **Formation and train-up of data collection team**
- **Formation and train-up of implementation support team**
- **Testing of implementation and data collection procedures**



## IMMEDIATE ACTIONS

ALD

- **Identify ALD program proponent/sponsor**
- **Proactively defend programmed funding**
- **Continue process of selecting target units**
- **Update plan for producing Website-compatible products**
- **Take action to ensure on-time delivery of all products**
- **Prepare resource plan for unfunded requirements**
- **Identify Website and security requirements**
- **Continue coordinating with LD Council of Colonels**
- **Prepare package to support recruiting efforts**
- **Initiate coordination with critical stakeholders**



## ANNEXES

ALD

- A. ALD Leader Development Products**
- B. Measurement Constructs**
- C. ALD Master Calendar**
- D. Implementation Staffing Requirements**
- E. Unit Selection Considerations**
- F. Risk Mitigation Plan**
- G. ALD Training Support Package**
- H. Bibliography**
- I. ALD Website Architecture**



## ANNEX A: ALD LEADER DEVELOPMENT MEASURES AND TOOLS

[The final set of ALD tools is described in Volume I. This annex contains information on the tools that was current when the DTP was finalized.]

**NOTE-1:** The ALD products are designed for company grade leaders, but may be applicable at higher levels.

**NOTE-2:** The products can be used in schoolhouse, home station (e.g., learning center), and/or deployment settings.

### I. ALD MEASURES

Tool	Description	Program Role	Scoring	Feedback
Leadership Assessment Inventory (LAI)	<ul style="list-style-type: none"> <li>- 36 questions requiring 10-15 minutes</li> <li>- Multiple facets of leadership style, personality, etc.</li> </ul>	Pre and Post test	- automated and on line scoring of results	- likely gives instrument purpose, mean score, standard description of implications and references
Tacit Knowledge for Military Leaders Survey	<ul style="list-style-type: none"> <li>- Assesses tacit knowledge of LTs and CPTs (2 versions) <ul style="list-style-type: none"> <li>- LTs. 15 problems, 150 questions</li> <li>- CPTs. 19 problems, 178 questions</li> </ul> </li> <li>- Self-report instrument uses Likert scales for responses</li> <li>- Instrument requires min of 1 hr to complete</li> </ul>	Generate profile of individual's tacit knowledge.	- automated and on line scoring of results	- likely gives instrument purpose, score for each problem with expert's score and description of the expert response.
Multifactor Leadership Questionnaire (MLQ)	<ul style="list-style-type: none"> <li>- 45 questions requiring 5-10 minutes</li> <li>- Assesses leadership style (transactional and transformational)</li> </ul>	Pre and Post test	- automated and on line scoring of results	- likely gives instrument purpose, mean score, standard description of implications of leader style and provides references for additional study
Leadership Attitudes, Opinions, and Experiences Survey (section 1 only)	<ul style="list-style-type: none"> <li>- Assesses adaptability (proactivity, openness, flexibility) via "conditional reasoning" approach.</li> <li>- Survey instrument (41 items) uses Likert scales for self-reporting.</li> <li>- Requires 10-15 min (approximate).</li> </ul>	Measure propensity to self-develop, and stimulate self-motivation.	- automated and on line scoring of results	- likely gives instrument purpose, mean score, standard description of implications and references
Unit level measures 1. Cohesion 2. TBD	- Work by G. L. Siebold	Pre and Post test	TBD	TBD



## II. PRODUCTS TO BE EVALUATED

Tool	Description	Program Role	Scoring	Feedback
Leader Adaptability Self-Training System (LASTS), or Self-Development Modules	<ul style="list-style-type: none"> <li>- Web-based modules instruct how to improve self development.</li> <li>- Describes accurate self-appraisal process.</li> <li>- Describes self-regulation processes.</li> <li>- Facilitates awareness of adaptability-prone attributes.</li> <li>- Includes case examples and self-reflection journal</li> <li>- Includes practice exercises (self-learning skills) and feedback.</li> <li>- Requires 2-4 hrs (estimated) to complete.</li> </ul>	Develop primary self-awareness.		
Critical Thinking Skills (CTS) Modules	<ul style="list-style-type: none"> <li>- Comprised of 8 interactive, multimedia modules.</li> <li>- Designed for individual learning in academia.</li> <li>- Each module trains 3-6 sub-skills.</li> <li>- Each module includes practical exercises.</li> <li>- Test exercises yield scores and feedback.</li> <li>- Designed for control by learning management system.</li> <li>- Requires 2+ hours per module.</li> </ul>	Develop primary leadership skills and appraise critical thinking abilities.		
Army Excellence in Leadership (AXL) Vignettes	<ul style="list-style-type: none"> <li>- Addresses interpersonal aspects of leadership.</li> <li>- Contains suite of vignettes (two anticipated).</li> <li>- Designed for small group training.</li> <li>- Uses case studies to illustrate how social interactions impact tactical and teamwork issues.</li> <li>- Provides scripted mentor capabilities.</li> <li>- Requires at least 1 hour per vignette.</li> </ul>	Build interpersonal skills, and integrate skills across ALD products.		

### III. PRODUCTS THAT MAY SUPPORT THE EVALUATION

Tool	Developer/ ARI POC	Description	Application Medium	Potential Program Role
Intelligent Essay Assessment Tool (also called "Command Performance")	Developers: Streeter (KAT) / Sternberg (Yale)  ARI: Garven	- May be used to assist in scoring of essay responses. - Uses latent semantic analysis of written products to assess writing skills.	PC or Web	Help evaluate products written by participants
Personality Inventories	Commercial Vendors	- Various tools are available to measure individual personality dimensions. - Generally each requires 15- 20 min to take. - Most can be configured to quantify major factors and sub- factors.	Paper or Web- based survey	Provide predictor variables or analytical factors
Coaching Support Tool(s)	Developer: Reichard (ARI)	- Tool(s) under development will help supervisors coach subordinates. - Coaching procedures are tailored to feedback from ALD tools.	TBD	Support coaching by leaders of participating units
Adaptive Performance Training	Developer: Boyce  ARI: Wisecarver	- 2-3 day course focusing on leadership. - Funded by Special Ops community.	Blended?	Train-up of trainers & ALD Coordinators
Demographic Instrument		- used to capture essential demographic data for program participants	Web	
User Satisfaction		- used to assess the user reactions to the three program tools	Web	
JRTC Instruments - Commanders - Observer/Controller - Participant Self Report				

## **ANNEX G: TRAINING SUPPORT PACKAGE**

The Training Support Package (TSP) provided a detailed guide for unit leaders, staff members involved with ALD administration within the units, and participants. It included an overview of the demonstration and the assessment process, benefits and costs of using the toolkit, the recommended training model, tool descriptions, and administrative guidelines for the demonstration. The twelve annexes of the TSP contained details on various topics important to the demonstration, to include Web site description and input for unit training schedules.

### **Accelerating Leadership Development (ALD) Demonstration Training Support Package (TSP)**

#### **Contents**

	Page*
1. Purpose.....	A-34
2. Overview of the ALD Program.....	A-34
3. Benefits and Costs.....	A-35
4. Training Model .....	A-36
5. Product Descriptions .....	A-36
6. Role of the Unit Officer .....	A-36
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## **ALD Training Support Package (TSP)**

### **SECTION I. Purpose**

This Training Support Package (TSP) provides a working guide to the Accelerating Leadership Development (ALD) Training Program. It includes an overview, information for using the products, and guidelines to help units effectively implement the program through the final assessment phase and deployment. To that end, several sections are marked “For assessment phase use” and will become immaterial after the assessment phase. However, those sections will provide valuable information regarding how the program was developed and its impact validated.

### **SECTION II. Overview of the ALD Program**

**What Is It?** The ALD program is a portion of an Army Technology Objective (ATO) that began in FY 2004. The assessment phase will culminate FY 2007. Subsequent to the assessment phase, the program will be made available to the Army at large for individual and collective training. ALD is primarily a web-based leader development technology focused on company grade officers. The program provides a “Tool Box” of training components created by the U.S. Army Research Institute (ARI) which were designed with the goal of accelerating and enhancing the development of Soldiers’ leadership skills.

**Why Developed?** The contemporary operating environment (COE) demands adaptive and self-aware leaders who can perform a variety of complex missions with an emphasis on independent, small-unit actions. These factors increase the need for sound decision-making in ambiguous and complex operational environments, effective critical thinking skills, and interpersonal and teamwork skills. Developing these leadership skills is challenging because of increased OPTEMPO.

To meet these needs, ARI has developed several training tools/courses, and a program strategy for harnessing them, to:

1. Accelerate leadership development of company grade officers
2. Build adaptive, self-aware leaders for agile decision making
3. Prepare company grade leaders for increased leadership demands
4. Strengthen leadership competencies across the Army

**Target Audience:** The primary audience for ALD training is company grade officers assigned to tactical units (platoon through brigade), regardless of their branch or duty position. However, some or all of the tools/lessons will be useful for development of NCO leadership skills.

**ALD Trial Implementation:** Selected units agreed to participate in an ARI demonstration/assessment of the ALD program. This involved company grade leaders (both officers and NCOs) using the ALD tools/lessons and providing their feedback and recommendations. The implementation goals included:

1. Assessing the effectiveness, acceptability, and utility of each product/course and the training model for training leadership skills.
2. Determining the feasibility, benefits, and costs of implementing the ALD program in an operational setting.
3. Gathering feedback and ideas that can be used to improve each product/course
4. Gathering insights and lessons learned for further work on ways to improve leadership development within the Army.

**(For Assessment Phase Use) Demonstration/Assessment Concept:** The demonstration/assessment centers on having the target audience use the entire ALD program of training and provide feedback that can help improve the products and make them more effective in the field.

The demonstration/assessment process:

1. Five (5) BCTs, both Active and Reserve Component, will participate.
  - a. Company Grade Officers in three (3) of the BCTs will use all of the new leadership development tools.
  - b. In two (2) of the BCTs, the normal training program will be followed without use of the new leadership development tools and provide a baseline for comparison to those BCTs who used the ALD program.
2. Pre-measures
  - a. All participants will take pre-measures to identify skill levels at the start of the program.
3. Use ALD Products/courses
  - a. Participants will use the entire set of tools in the prescribed sequence (see Annex B).
4. Post-measures
  - a. All participants will take post-measures to identify skill levels at the end of the program to assess changes in skills based on comparison to the pre-measures.
5. Feedback from participants
  - a. During and after use of the program.
  - b. Feedback from officers using the tools.
    - (1) Brief on-line surveys or questionnaires.
    - (2) On-site interviews.
    - (3) Focus groups or small group discussions.
6. Feedback from field grade commanders and peers.
  - a. Surveys and interviews.
7. O/Cs will observe during the unit's CTC training.
8. Critical for:
  - (1) Improving the products.
  - (2) Use in future development.

**Expected Results of the Implementation:** The assessment is expected to produce more effective leaders in a shorter time period, and company grade leaders that are better equipped to meet the leadership challenges of the COE. Also, the assessment will provide information that will enable the improvement of the existing tools and serve as a basis for new leadership development tools.

### **SECTION III: Benefits and Costs of the Program**

As with any training program, there are both benefits and costs associated with use of the ALD program. Awareness of those benefits and costs enables units and individuals to work to maximize the benefits and minimize the costs as they implement their training program. It also will help units provide better feedback that can be used to improve each aspect of the ALD Program.

#### **Benefits**

1. New tools to improve leadership development.
2. Improved leadership skills and competencies.
3. Adaptive, self-aware leaders for agile decision making.
4. High-performing commander/leader teams.
5. Company grade leaders capable of handling increased responsibilities.
6. Leadership skills supporting a campaign quality force.
7. A chance to contribute to the Army's future leader development capabilities.

## **Costs**

1. Monetary costs to the units are expected to be either none or negligible.
2. Time
  - a. Time to incorporate ALD materials in the Commander's training guidance and unit training schedule. Annex K is intended to facilitate that effort.
  - b. Training time for individuals and groups to train using the ALD materials.
  - c. Time for participants, commanders and others to provide feedback and other data.
  - d. Time for Unit Action Officers to liaison with ARI and to assist ALD program use at home station.
  - e. See Annex B for list of tools and expected times required to use each.
3. Personnel
  - a. Appointment of one Unit Action Officer at BCT and Battalion levels, with time allocated to facilitate the unit's implementation of the ALD Program (see Annex G).
4. No other costs are anticipated. ALD program use will be through computers and networks that commonly exist in units.

## **SECTION IV. Training Model**

Optimally, training will occur primarily during the reset period of the Unit Life Cycle. However, the training modules are also suitable for use during other phases of the Unit Life Cycle including individual and team training, Certifying Event/CTC, and sustainment training periods.

The ALD products were designed primarily for individual training using computer delivered modules. These are combined with the optional use of two interactive case studies (AXL vignettes) in small groups. The AXL vignettes can be used by individuals, but are intended to be used in facilitated small group sessions for the purposes of this demonstration/assessment.

The training model calls for the tools/lessons to be used in a specified sequence (see Annex B) which is expected to maximize the benefit from the use of the materials.

## **SECTION V. Product Descriptions**

Training products or courses are designed to provide leadership development in specific Knowledge, Skills, and Attributes (KSAs) using the practical application of research. The following KSAs are targeted:

1. Self-Awareness
  - a. Ability to understand how leaders' actions affect other individuals or groups.
  - b. Awareness of the requirements for self-development.
  - c. Understand how to effectively plan for individual self improvement.
2. Critical Thinking Skills
  - a. Ability to critically evaluate new situations and develop creative, effective solutions.
  - b. Effective decision making skills under time limited circumstances.
3. Interpersonal Skills
  - a. Ability to build cohesive, effective units.
  - b. Improved ability to communicate decisions.

Detailed descriptions of each training product along with information for each product's use are in Annex C.

## **SECTION VI. ALD Unit Action Officers' Role during assessment phase**

The ALD Program Team has made every effort to keep the tasks of the Unit Action Officer limited to the minimum required for program implementation. The ALD Program Team will coordinate with the Unit Action Officer to ensure that all tasks are completed. The ALD Unit Action Officer is the Commander's

agent for coordinating and facilitating the use of ALD products. He or she acts as a point of contact with ARI personnel or their representatives. Unit action officers are needed at each BCT and battalion, at a minimum.

The following administrative actions must be accomplished during the implementation:

1. Getting the ALD program incorporated into the Commander's Training Guidance at all relevant levels
2. Integrating ALD training as a part of the unit's training and record-keeping process,
  - a. Scheduled and entered on the Unit Training Schedule at all applicable levels, i.e., platoon, company, battalion, and BCT. There must be accurate records of all training that is planned and conducted.
  - b. Participants in the ALD implementation must be encouraged to follow the sequence of the products specified in this TSP.
3. Submitting data
  - a. Unit Action Officer's periodic reports.
  - b. Maintaining a diary of actions and events pertaining to ALD.
  - c. Participants: Unit Action Officer must encourage and facilitate the submission of all data by individual participants.
4. Coordinating

The Unit Action Officer, as the Commander's representative, will serve as the focal point of contact between the unit and the ARI point of contact.

See Annex G for details of duties and the Unit Action Officer's checklist.

#### **SECTION VII. Administrative Data during assessment phase.**

All administrative data required to complete training schedules or other documentation is at Annex K. A brief summary follows:

- No specific Individual or Collective Tasks are trained or supported nor are any course or lesson numbers assigned to any ALD product/course.
- No prerequisites or user preparation are required to use of the ALD products/lessons.
- All materials are unclassified.
- Contact Data for Web Site, Help Desk, and ALD Program POCs are at Annex L.

## **ANNEX A: ARMY RESEARCH INSTITUTE (ARI) DESCRIPTION**

**Purpose:** This annex provides general information on ARI so that participants in the ALD demonstration/assessment will understand the organization that developed the leader development tools used in the ALD program and is conducting the demonstration/assessment of the tools.

**General:** The U.S. Army Research Institute for Behavioral and Social Sciences (ARI) is the Army's lead research laboratory for training, leader development, and Soldier research. ARI also handles survey research and occupational analysis. ARI provides the Army with technical expertise and analytical support, along with decision making techniques for Soldiers and leaders. ARI keeps track of information on Soldier and leader attitudes and concerns. The employees range from research psychologists, to those with a Ph.D., military officers, and graduate students acting as research assistants.

ARI is the U.S. Army's:

- Lead Laboratory for Training, Leader Development, and Soldier Research and Development.
- Center of Excellence for Army Personnel, Surveys, and Occupational Analysis.

In addition to their professional skills, experience, and storehouse of data, ARI provides the Army with:

- Technical expertise and analytical support at all levels of the Army.
- Quick-response capability when specific problems arise.
- Insights into the impact of policy/program changes on Soldiers and leaders.
- Timely information on Soldier and leader attitudes and concerns so senior leaders can keep their "finger" on the pulse of the operational Army.

### **ARI's People:**

124 Full-time Civilian Employees.

- Scientists are-
  - 95% Research Psychologists
  - 91% Ph.D.
- 2 Military Officers.
- 50+ Part-time Graduate Students as Research Assistants.

### **ARI's Mission:**

The mission of the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) is to maximize individual and unit performance and readiness to meet the full range of Army operations through advances in the behavioral and social sciences.



## **ANNEX B: SEQUENCING OF ALD PROGRAM**

**Purpose:** This annex establishes the sequence for use of the ALD tools. It is important that this sequence be followed to the maximum extent possible. Although the website is designed to facilitate this sequencing, there is no prohibition with participants returning to a lesson for review of further study, and they are encouraged to do so.

<b>1. Orientation and Start-Up</b> See annex E	3 Hours
<b>2. Pre-Measures</b>	4-6 Hours
<b>3. Leader Adaptability Self-Training System (LASTS)</b>	4-6 Hours
<b>4. Critical Thinking Skills (CTS) Modules 1-4</b>	8+ Hours (2+/- hrs each module)
<b>5. Army Excellence in Leadership (AXL) Vignette 1</b>	2-3 Hours
<b>6. Critical Thinking Skills (CTS) Modules 5-8</b>	8+ Hours (2+/- hrs each module)
<b>7. Army Excellence in Leadership (AXL) Vignette 2</b>	2-3 Hours
<b>8. Post-Measures</b>	3-4 Hours
<b>TOTAL</b>	32-39 Hours

## ANNEX C: ALD COURSES/TOOLS DESCRIPTIONS

**Purpose:** To describe the instructional tools that will be used during the training program and provide an explanation of their use to enable participants to understand the program better and to know what to expect.

**General:** There are three primary tools or courses that comprise the ALD demonstration tool kit.

1. Leader Adaptability Self-Training System (LASTS)
2. Critical Thinking Skills (CTS) Modules
3. Army Excellence in Leadership (AXL) Vignettes

All are internet accessible and suitable for individual training. However, the AXL vignettes are best used in facilitated small group discussions that focus on a specific topic, as lead by an ALD team facilitator who has prepared for the class.

LASTS and CTS are best suited for individual study as web-delivered self-paced training.

Details on each Tool are in Table C-1 below.

**Table C-1, ALD Courses/Tools Descriptions**

Tool	Use in Unit Training	Description	Delivery Medium	Program Role
Leader Adaptability Self-Training System (LASTS)	Leadership Training Module (Individual Training)	<ul style="list-style-type: none"><li>- Web-based modules instruct how to improve self development.</li><li>- Describes accurate self-appraisal process.</li><li>- Describes self-regulation processes.</li><li>- Facilitates awareness of adaptability-prone attributes.</li><li>- Includes case examples and self-reflection journal</li><li>- Includes practice exercises (self-learning skills) and feedback.</li><li>- Requires 2-4 hrs (est) to complete.</li></ul>	Web-delivered learning modules (interactive)	Develop primary self-awareness.

Tool	Use in Unit Training	Description	Delivery Medium	Program Role
Critical Thinking Skills (CTS) Modules	<p>Leadership Training Module (Individual Training)</p> <p><b>Note:</b> Modules 1-4 and 5-8 are separated by use of the 1<sup>st</sup> AXL Module (See Sequencing)</p>	<ul style="list-style-type: none"> <li>- Comprised of 8 interactive, multimedia modules.</li> <li>- Designed for individual learning in academic setting.</li> <li>- Each module trains 3-6 sub-skills.</li> <li>- Each module includes practical exercises.</li> <li>- Test exercises yield scores and feedback.</li> <li>- Designed for control by learning management system.</li> <li>- Requires 2± hours per module.</li> </ul>	Web-based interactive learning modules	Develop primary leadership skills and appraise critical thinking abilities.
Army Excellence in Leadership (AXL) Vignettes	<p>Leadership Training Module (Collective Training)</p> <p>1<sup>st</sup> AXL Module is used after completion of CTS Modules 1-4 and 2<sup>nd</sup> AXL after CTS Modules 5-8 (See Sequencing)</p>	<ul style="list-style-type: none"> <li>- Addresses interpersonal aspects of leadership.</li> <li>- Contains suite of two vignettes.</li> <li>- Designed for small group training.</li> <li>- Uses case studies to illustrate how social interactions impact leadership and teamwork issues.</li> <li>- Provides scripted mentor capabilities.</li> <li>- Requires at least 1 hour per vignette.</li> </ul>	Downloaded from website or distributed via CD	Build interpersonal skills, and integrate skills across ALD products.

### Ongoing Feedback from Product Users

Complete and accurate feedback from those who use the ALD tools is critical both during the assessment phase and after implementation. The intention is to continually determine how effective and acceptable the tools are to officers in the field. Further, the feedback will be used to improve the tools.

## ANNEX D: SELF ASSESSMENT AND FOLLOW-UP MEASURES DESCRIPTION

**Purpose:** To provide information on the tools that will be used as self assessment and follow-up measures.

**General:** A primary aspect of this demonstration/assessment is to measure the change in leadership KSAs that occurs over the period during which the tools are being used. To accomplish this, user's KSA skill levels are assessed with the self assessment measures before the tools are used, with the follow up measures to reassess the same KSAs after the tools are used.

### Composition of Self Assessment and Follow-up Measures:

The following chart describes the tools that will be used for the pre- and post-measures. Note that the actual measures used will in most cases only use a portion of the entire tool described. In most cases, participants will take a portion of the instrument before ALD course of instruction as the pre-measure and another portion of the same tool as the post-measure.

**Table D-1, Self Assessment and Follow-up Measures Descriptions**

Tool	Use in Unit Training	Description	Delivery Medium	Program Role
Azimuth (360 Assessment)	Pre- <i>And</i> Post-Training	-Designed to give Leaders feedback from Superiors, Peers, and Subordinates on Leader competences	Web-accessed survey	Allow individual insights on Leader competencies as viewed by others in unit
Tacit Knowledge for Military Leaders Survey	Pre- <i>And</i> Post-Training	- Designed to assess tacit knowledge of Company and Platoon level leadership. - Self-report instrument. - Instrument requires 60 min to complete.	Web-accessed survey	Generate profile of individual's tacit knowledge.
Leadership Attitudes, Opinions, and Experiences Survey (short and long versions)	Pre- <i>And</i> Post-Training (partial)	- Survey instrument for self-reporting. - Requires 20/45 min (approximate).	Web-accessed survey	Measure propensity to self-develop, and stimulate self-motivation.
IPIP-NEO Personality Inventory	Pre-Training	-Indicates to Leaders the facets of their personality which form their leadership style	Web-accessed survey	Measure various personality traits to give Leaders insight as to strengths and weaknesses

Tool	Use in Unit Training	Description	Delivery Medium	Program Role
Developmental Work Experiences (DWE) Instrument	Pre-Training	<ul style="list-style-type: none"> <li>- Assesses type and quality of operational assignments (from self-report history).</li> <li>- Assesses how much individuals have been “stretched” by assignments.</li> <li>- Uses biographical data to gauge state of self-development.</li> <li>- Provides feedback to respondent including “how to self-develop.”</li> <li>- Linked to “growth in adaptability skills.”</li> <li>- Expected to require 15 minutes.</li> </ul>	Web-accessed tool	Provide career-focused appraisal, promote self-awareness, and stimulate motivation.

## ANNEX E: UNIT ORIENTATION AND START-UP PROCEDURES FOR ASSESSMENT UNITS

**Purpose:** This annex provides information on the concept and process for fielding the demonstration/assessment in units *which are participating in the FY07 demonstration*. Stages prior to that which requires unit participation are included to provide participants with background information on the ALD program.

**Concept:** The ALD program staff will conduct initial unit and participant briefings to introduce and set up the ALD program at each unit's home station. This orientation and set up is critical to the success of the demonstration in that it will establish the relationships, standards, and expectations essential to users understanding the ALD program demonstration and promote adherence to the ALD Program. A small, three-person Orientation and Start-up Team will visit each participating BCT to perform the essential functions of this task.

The Orientation and Start-up procedures will be accomplished in three distinct, but interrelated stages. The first two stages occur *prior to unit involvement* in the ALD program and are essential to ensure the third stage - actual orientation and start-up in each participating unit - is successful.

**Stage I – Preparation** (No unit participation). A one-time effort during which:

- ◆ Supporting materials (Training Support Package [TSP], unit orientation and start-up package) will be revised for a specific unit and any other required materials will be developed.
- ◆ Develop materials to support the demonstration. These materials include:
  - a. *Unit Action Officer's Guide* that delineates that officer's roles in support of the ALD demonstration (liaison with ALD staff, ensuring adherence to the ALD program, informing ALD staff of issues affecting the demonstration, and limited data collection efforts).(see Annex G).
  - b. *Student Guide* that explains the ALD process and tools to the Leaders taking part to ensure they understand the role their participation has in the development of the instruments as well as in-depth explanations of the various instruments, feedback, and references for further exploration by the Leader.
  - c. *Data Collector/Coordinator's Guide* (see Annex I) that specifies duties, processes, and procedures for these individuals to coordinate with users and units to ensure compliance with the ALD program and to observe and collect data as needed.
  - d. *System Administrator's Guide* that specifies duties, processes, and procedures for the operation and coordination of the system operation and maintenance to ensure it is functional throughout the ALD demonstration.
  - e. *Technical Assistance Guide* delineating processes and procedures for operation of the Help Desk.
  - f. Data Collection Protocols.
  - g. Data Collection Instruments.
- ◆ Rehearsal of the On-Site Orientation and Start-up Team.
- ◆ Initiation of the Help Desk.

**Stage II - Pilot Test** (No unit participation). A one-time effort during which the process for the conduct of the demonstration will be tested and revised as needed. The purpose of the Pilot Test is to verify that ALD products, website, personnel, supporting materials, support procedures, and data collection/management procedures are ready for full implementation. Principal steps include:

- ◆ Confirm that website and all required documents and materials are prepared.

- ◆ Conduct Pilot Test during which every aspect of the demonstration is exercised and evaluated, including Unit Orientation and Start-up presentations and processes; website; database; report generation; interaction between demonstration staff and users to include plans for ensuring adherence to the program.
- ◆ Take corrective actions and retest as required.
- ◆ Finalize all materials and processes.

**Stage III - Unit Orientation and Start-up** (Unit participation). An iterative effort that will be performed one time in each participating unit. The Start-up Team consisting of the Implementation Manager, Deputy Project Manager, and Data Collector/Coordinator will conduct this stage at the unit's home station with extensive prior coordination with the Unit Commander and staff.

Key actions may include:

- ◆ In-brief Field Grade Commanders.
- ◆ Ensure commanders appoint and ALD staff orient and train Unit Action Officers.
- ◆ Orient users and participants (on-site and on-line).
- ◆ Deliver hard copy start-up materials (flyers, brochures, hand-outs, posters, Unit Action Officer Guides, TSP, training schedule templates, etc.) to BCT and battalions.
- ◆ Resolve issues/concerns from users, participants, and commanders.
- ◆ Assist units in incorporating ALD into training guidance, policy, unit training plans, and schedules.
- ◆ Verify unit access to ALD website and Help Desk operations.

## **ANNEX F: COMPLIANCE AND FOLLOW-UP PROGRAM FOR FY07 ASSESSMENT**

**Purpose:** To explain data collection/feedback mechanisms and procedures to participants in order that they may understand what to expect during the demonstration/assessment and to inform them of the impact their use of the products, adherence to the program, and reporting of data/feedback will have on the demonstration/assessment.

**General:** Participant adherence to the ALD program that is, completing all of the lessons in the recommended sequence, impacts the validity of the data, and therefore the success of the demonstration. Thus, fully using the tools in the prescribed sequence is critical to the accuracy of the assessment. More importantly, the users will only derive the benefit of improved leadership skills if the tools are used to the full extent.

ALD staff members, using both remote and on-site (home station) monitoring, will conduct follow-up to promote program adherence. These actions, coupled with the habitual relationships between Data Collectors/Coordinators and Unit Action Officers, will increase officer adherence to the ALD program.

- **Individual Oversight**

Daily, the website will be monitored for indications of participation. All data collection functions will be monitored for indications of participation status of units and users within a unit, as appropriate. ALD staff members will contact individual users primarily by e-mail, or phone as required, to both solve problems with the lessons and to encourage participation.
- **Unit Action Officers**

Each participating field grade unit commander will be asked to appoint a member of the unit, e.g. a member of the S3 staff, as the Unit Action Officer to serve as the primary POC between the unit and the ALD staff. This individual's duties include monitoring the status of unit participation, resolving issues that may affect participation through the ALD staff, and promote use of the ALD tools within their unit.

ALD staff members will maintain routine and frequent contact with the Unit Action Officers, keeping them informed on participation status within their unit and requesting that they take action to encourage participation and adherence to the ALD program.
- **Field Grade Commanders**

Unit commander updates will be routinely provided to each field grade commander and will include participation data. If needed, commanders will be requested to act to increase participation, use of ALD products, and completion of feedback forms.

### **External Issues**

Given the OPTEMPO and ever-changing priorities and missions, there is a possibility that other events will impact the use of ALD tools/lessons. Routine contact and reports with Unit Action Officers and commanders will identify external events that may adversely affect adherence, such as assignment of new BCT or Battalion missions, so actions can be taken to limit their impact on the demonstration.



## ANNEX G: DEMONSTRATION UNIT ACTION OFFICER'S ROLE

**Purpose:** To provide a brief explanation of the role of the Unit Action Officer.

**General:** Each BCT and Battalion commander of a unit participating in the ALD demonstration will be asked to appoint an additional duty officer as "Unit Action Officer" to assist in the administration and conduct of the demonstration.

### Preferred Qualifications:

- Member of BCT participating unit
- Grade of senior captain or major
- History of competence and credibility within the unit.

### Duties:

To act in support of the ALD demonstration by assisting in the administration and conduct of the demonstration by accomplishing the following:

- a. Liaison between unit, unit members and ALD personnel.
- b. Perform limited data collection (surveys and maintain a diary).
- c. Assist ALD managers in monitoring unit participation.
- d. Respond to requests from ALD Data Collectors/Coordinators.
- e. Maintain contact with and update unit commanders.
- f. Maintain contact with users, participants, AXL Facilitators and ALD staff members.
- g. Encourage participation and adherence to the demonstration training process.
- h. Funnel participant problem reports and concerns to implementation staff, as appropriate.

### UNIT ACTION OFFICER CHECKLIST

1. Study this Training Support Package thoroughly
2. Become familiar with the ALD website, including the Help Desk
3. Establish contact with your unit's ALD Data Collector/Coordinator and Help Desk
4. Verify that participants can access the ALD website via the Internet
5. Coordinate with ALD Data Collector/Coordinator re: on-site visits for start-up and data collection
6. Develop ALD training guidance for recommendation to the Commander
7. Incorporate ALD sessions into the unit training calendar(s)
8. Notify the target audience of command emphasis, start dates, website address, etc.
9. Submit list of participants and unit administrators to ALD Website Administrator
10. Designate AXL Facilitator(s) for each section or unit (for optional administration by unit)
11. Monitor ALD training activities with the aid of the website's administrative functions
12. Forward questions and problems to the ALD POCs or Help Desk
13. Notify the ALD POC of significant events that impact ALD utilization
14. Review ALD implementation status and impact bi-weekly
15. Furnish periodic status reports to the Commander and ALD Coordinator

## **Annex H: ARMY EXCELLENCE IN LEADERSHIP (AXL) VIGNETTE FACILITATOR INFORMATION (FOR OPTIONAL IMPLEMENTATION)**

**Purpose:** To provide information for unit members designated to facilitate AXL vignette sessions that is essential to their understanding of the task, preparation for the session, and to ensuring the AXL session is an effective learning experience for students. This section is for use when unit facilitators are utilized rather than provided by the ALD program manager.

**General:** The ALD Program includes two (2) AXL vignettes which are based on actual experiences of recent commanders. These vignettes focus on the acquisition of *tacit* knowledge and were designed to be used interactively in small group settings as filmed case studies incorporating many storytelling elements which are proven as effective in learning:

- a. Immersion in context and setting
- b. Characters have personalities
- c. Engage emotions of trainees
- d. Layered design of vignette to accelerate the development of Army leaders:
  - (1) Interpersonal skills
  - (2) Cultural awareness
  - (3) Critical thinking
  - (4) Adaptability in unfamiliar situations
  - (5) Teamwork issues

Although designed to focus learning on selected skills, each vignette can be used for a wide range of teaching points.

### **Facilitator:**

While the AXL vignettes can be used as individual training, they support collective training and this is the method to be used during this demonstration/assessment. As collective, small group training, a facilitator is required.

### **Facilitator Support Materials:**

Materials for both the facilitator and the student are found at the ALD.net website, <https://www.xxxx.net>. The Homepage provides an “Introduction to AXL.net” and the “User Menu” is available to all users.

For those who are established as an instructor (facilitator), there are support tools on the website that they will need to ensure that the AXL session will be productive and will greatly simplify the facilitator’s preparation for the session. These menus include the “Course Builder” should you want to develop your own lesson and “Student Reports” to monitor student progress.

Most important for first time facilitators is the “Media Tools” menu. Under media tools, there is a “manuals” list which includes “AXL Instructors Manual.” Here you will find detailed guidance on:

- I. How to install the vignette film
- II. A general analysis of the case study
- III. The teaching themes that are included in the guide
- IV. Information on how to conduct a discussion session
- V. Potential discussion questions
- VI. An overview on the use of case studies as an educational alternative
- VII. Written version of the film’s scenario

## VIII. Background information about the scenario

It is critical that the facilitator understand that unlike most written case studies, the vignettes are not designed to teach one specific teaching point. They are designed to challenge the students and to evoke a myriad of issues, just as would occur in any operational situation. The vignette is the beginning of a dialogue process in which students discuss why events unfolded the way they did, with an emphasis on how the leader could have done better and how the other persons could have been better team members.

Since the vignettes are designed to encompass a large number of discussion topics, the film can be used multiple times for exploring different leadership issues. However, this also means that issues other than those which are the focus of the session will inevitably arise. The facilitator must know that not all possible themes can be discussed in a single session and act to focus the discussion without squelching it.

### **Duties of the Facilitator:**

Facilitators for AXL sessions during the demonstration have two separate duties: first to prepare and facilitate the session and second to collect and provide data about the session to provide to the ALD program staff.

#### **- Facilitate the Sessions**

1. Schedule the AXL vignette session
  - a. Classroom or other suitable area
  - b. Means of showing the vignette
2. Prepare for the AXL vignette session
  - c. Watch the vignette
  - d. Ensure materials are available
  - e. Review the Instructor's Guide on the AXL website
  - f. Review the listed discussion questions and select those that pertain to your focus for the session
  - g. Read the Guide's information on how to facilitate a discussion session
3. Conduct the AXL training session
  - h. Introduce the training and the topic on which you will focus
  - i. Show the vignette
  - j. Lead the discussion
  - k. Conclude the session
4. Make notes of any data that is required to be collected, including participant information

#### **- Collect Data**

1. Make notes on data that is required to be collected
2. Complete data collection instrument/survey
3. Send the data to the ALD program staff, usually through the website

## **ANNEX I: ASSESSMENT DATA COLLECTION**

**Purpose:** To provide the participants in the ALD demonstration an overview of the data collection (feedback) mechanisms that will be used during the demonstration/assessment.

**General:** The data that will be collected fall under six categories: product utilization, target audience reaction, effectiveness of the training, impact on the unit, implementation costs, and product/ program characteristics. Both objective and subjective data will be collected to meet these needs. Every effort will be made to protect individual information and limit data to its basic purpose: determining the effectiveness of the tools/lessons used during this ALD program. See Annex J for a description of website security measures.

### **Collection Methods**

Data will be collected through three methods:

#### **1. On-Line (automated) Data Collection**

The instruments/feedback mechanisms embedded in website and product functionality will operate under software control, automatically capturing data elements and transferring them to the database. This information is in two areas:

- That which is maintained by most websites, focused on what tools are being used and the time of use.
- Short surveys or questionnaires that each user will be asked to complete, usually after finishing a lesson, or portion of a lesson.

#### **2. Home Station Observation and Interviewing**

Home station on-site observation and interviewing/data collection will be accomplished employing primarily remote monitoring and contact via phone and e-mail with users and other participant unit personnel, especially Unit Action Officers, commanders and S3s. Infrequent or as required visits by Data Collectors/Coordinators to home stations will augment the data collection efforts through the use of focus groups and interviews.

#### **3. CTC Observation and Interviewing**

Observation and interviewing/data collection during the unit's CTC rotation is planned for all units in the ALD demonstration. Every effort will be made to not interfere with unit operations.

## ANNEX J: WEBSITE INFORMATION

**Purpose:** To provide basic information on accessing ALD program materials, including tools, through the website.

### ALD Homepage

The ALD homepage can be linked to through the Army Research Institute-Leader Development Unit Homepage: <https://www.xxxxx.net>\*. It can also be accessed directly at: (<https://www.xxxxx.net/ALD>)\*. The ALD page is the primary source for connection to the ALD program, tools/lessons, and other program materials. The homepage contains links to:

1. Program overview
2. Overview and link to each tool/lesson
3. Log in for participants in the demonstration
4. Supporting documentation

**Help Desk:** ALD program staff will operate a Help Desk at: 913-684-xxxx. The help desk can also be reached by email at: [ari.xxxx@us.army.mil](mailto:ari.xxxx@us.army.mil)\*.

Hours of operation are 0800 to 1700 (Central Time) on normal duty days. Target for reply to inquiries is not to exceed two (2) hours during hours of operation.

### Security:

- ◆ For participant identification: Each individual who contributes data (users, Action Officers, peers, supervisors, observer/controllers (O/Cs), senior leaders, commanders) will be assigned a unique participant identification number (PIN) to use on all Data Collection Instruments/feedback forms. The PINs will serve as prime tags for all participant data. PINs will also be used to identify research team members who contribute data (data collectors/coordinators, observers, AXL facilitators, etc.).
- ◆ For Data Security, as a general rule, every individual will use his/her PIN in lieu of personal name on Data Collection Instruments (feedback forms). No personal identifying information (e.g., social security number, surname) will be stored in the database. If a record linking personal identifying information with PINs is kept, the record will exist outside the database with strictly controlled access. Manual data furnished by individuals (e.g., O/C observation forms, Action Officer diaries) will be stored under controlled access conditions and will not be duplicated outside the research team.
- ◆ An audit trail will be maintained of website actions.

\*Website is no longer active. It was used for demonstration purposes only.

## ANNEX K: INFORMATION FOR TRAINING DOCUMENT ENTRIES

**Purpose:** This Annex is intended to provide information required to include ALD on unit training schedules and in training policy and guidance should the program be implemented on a unit wide level.

**Training Schedules:** This table provides information needed for unit training schedules.

All Courses Including This Lesson	<u>Course Number</u>		<u>Course Title</u>	
	N/A		Leader Adaptability Self-Training System (LASTS)	
	N/A		Critical Thinking Skills (CTS) Modules	
	N/A		Army Excellence in Leadership (AXL) Vignettes	
Task(s) Taught or Supported	<u>Task Number</u>		<u>Task Title</u>	
	NA; This demonstration is not intended to address specific individual or collective tasks, although it is intended to impact all tasks requiring leadership skills.			
Reinforced Task(s)	<u>Task Number</u>		<u>Task Title</u>	
	NA; This demonstration is not intended to address specific individual or collective tasks, although it is intended to impact all tasks requiring leadership skills.			
Academic Hours	The academic hours required for this package are estimated as follows:			
	Self assessment	4-6 hours		
	LASTS	4-6 hours		
	CTS Module 1	2 +/- hours		
	CTS Module 2	2 +/- hours		
	CTS Module 3	2 +/- hours		
	CTS Module 4	2 +/- hours		
	Vignette 1	1-2 hours		
	CTS Module 5	2 +/- hours		
	CTS Module 6	2 +/- hours		
	CTS Module 7	2 +/- hours		
	CTS Module 8	2 +/- hours		
	Vignette 2	1-2 hours		
	Follow-up	3-4 hours		
	Test Review	N/A		
		Total Hours:	29-36 hours	
Test Lesson Number	<u>Hours</u>		<u>Lesson No.</u>	
	N/A		NA	
Prerequisite Lesson(s)	<u>Lesson Number</u>		<u>Lesson Title</u>	
	None		NA	

<b>Foreign Disclosure Restrictions</b>	This product/publication has not been reviewed for foreign disclosure authority. This product is under development/assessment and is not releasable to students from foreign countries.			
<b>References</b>	<u><b>Number</b></u>	<u><b>Title</b></u>	<u><b>Date</b></u>	<u><b>Additional Information</b></u>
	DA PAM 600-3	Commissioned Officer Development and Career Management	Oct 1998	None
	DA PAM 350-58	Leader Development for America's Army	Oct 1994	None
<b>Student Study Assignments</b>	There are no student study assignments required prior to these lessons.			
<b>Instructor Guidance</b>	All lessons other than AXL are individual study; no instructors are required. AXL vignettes are intended to be facilitated small group discussions. Preparation requirements are specified in Annex H of the TSP.			
<b>Student Requirements</b>	<b>Student Materials:</b> All lessons other than AXL vignettes are intended to be individual, self-paced, web-delivered study. Only material required is internet access.  Army Excellence in Leadership Vignettes (AXL) are intended for small group discussion following viewing the vignette which is accessible by internet but can be presented by any appropriate electronic viewing medium.	<u><b>Stu Ratio</b></u> NA	<u><b>Qty</b></u> NA	<u><b>Man Hours</b></u> There is no other man hour requirement other than that specified above under "Academic Hours"
<b>Instructor Materials</b>	1. No instructors are required for these materials. 2. Army Excellence in Leadership (AXL) Vignettes are intended to be facilitator lead discussions after viewing. The vignette can be viewed on the website or downloaded to any appropriate medium that suits the unit situation.			
<b>Classroom, Training Area</b>	1. With the exception of the AXL Vignettes, all materials are designed for web-delivered individual training. 2. Although suitable for individual learning, AXL Vignettes are designed for small group discussion based training with a facilitator leading the session. Any area where the vignette can be accessed and large enough for the group is suitable.			
<b>Proponent Lesson Plan Approvals</b>	<u><b>Name</b></u> Dr. Stan Halpin	<u><b>Rank</b></u> NA	<u><b>Position</b></u> Director, ARI-LDRU	<u><b>Date</b></u> 1 Aug 06

#### **Training Policy/Guidance:**

The following text is provided for possible inclusion in the Commander's Training Guidance or Policy. It is provided only to facilitate the start-up of the ALD program with the least burden on the unit and its personnel, and may be modified or deleted at the commander's discretion.

“The contemporary operating environment (COE) demands adaptive and self-aware leaders who can perform a variety of complex missions with an emphasis on independent, small-unit actions. These factors increase the need for sound decision-making in ambiguous and complex operational environments, effective critical thinking skills, and interpersonal and teamwork skills. Developing these leadership skills becomes more challenging because of increased OPTEMPO. These factors drive a requirement to accelerate the development of leadership skills in our company grade officers. For that purpose, all company grade officers will participate in the Army Research Institute’s Accelerating Leadership Development (ALD) program demonstration as a high priority part of our Officer Development Program (ODP).”



## ANNEX L: ALD STAFF CONTACT INFORMATION

**Purpose:** To provide contact information where assistance for the demonstration can be obtained.

### **Points of Contact:**

For clarification of ALD program materials, reporting problems, or other issues, please contact the following: (*Note:* edited for publication)

1. **Unit Action Officer** – Officer designated by BCT/Battalion Commander for ALD program coordination and liaison with ALD Staff.

Name  
(1) Phone  
(2) E-mail

2. **Website** - <https://www.xxxx.net/ald>

3. **Help Desk:** 913-684-xxxx; ari.xxxx@us.army.mil

4. **Assessment Unit Data Collector/Coordinator** -- ALD Staff member designated to collect data and coordinate the ALD Program with a unit, depending upon unit size, may be the ARI representative (see below).

Name  
(3) Phone  
(4) E-mail

5. **Assessment Project Manager**

Name  
(5) Phone:  
(6) E-mail:

6. **ARI Representative**

Name  
(7) Phone:  
(8) E-mail:

# **Annex I ALD WEBSITE ARCHITECTURE**

**With Rationale for  
Learning Management Functions**

**U.S. Army Research Institute  
Leader Development Research Unit (LDRU)**

**13 Jan 06**

# Sequence of Interaction with Instruments/Tools

- Overview. The following slides provide a roadmap to begin to conceptualize how users (in the broadest sense) interact with the program. It describes various Website “pages” together with the content of each page and some of the underlying rationale.
- This document assumes that all ALD instruments and tools will be available for the implementation.
- Regardless of the three options for ALD implementation, Website functionality requirements are the same.

# Interface Screens

Begins with ARILD RU.net homepage



ARILD RU.NET

Program Overview  
Total Count: 8

Assumption:

- The ARILD RU.net home page will have a page listing the research projects or studies ongoing
- Adopting an "eye-catching" icon for the ALD link might facilitate the user's entry point

Research Projects

Program Overview  
Total Count: 8

Assumption: The research program page – or whatever it turns out to be – will have a hotlink to the ALD home page

ALD

Program Overview  
Total Count: 8

ARILD RU.NET/ALD

User Login

Logon  
Password: [text] user: [text]  
After successful logon, you will be redirected to the ARILD RU.NET/ALD home page.  
First Name: [text] Last Name: [text]  
[text] [text]  
[text] [text]

Administrator's Login

Logon  
Password: [text] user: [text]  
After successful logon, you will be redirected to the ARILD RU.NET/ALD home page.  
First Name: [text] Last Name: [text]  
[text] [text]  
[text] [text]

See Slides Below

View and Track Progress

# ALD Home Page

(*ARILDRU.NET/ALD ??*)

## ALD homepage

- Provides program overview link.
- Provides overview files or links for each product/tool.
- Provides link to login for the ALD participants.
- Includes general “roadmap” for participants.
- Provides link for ALD.

## Administrator:

- Provides separate login for unit administrators.
- Provides ability to monitor unit progress (via password protected access).

## Rationale

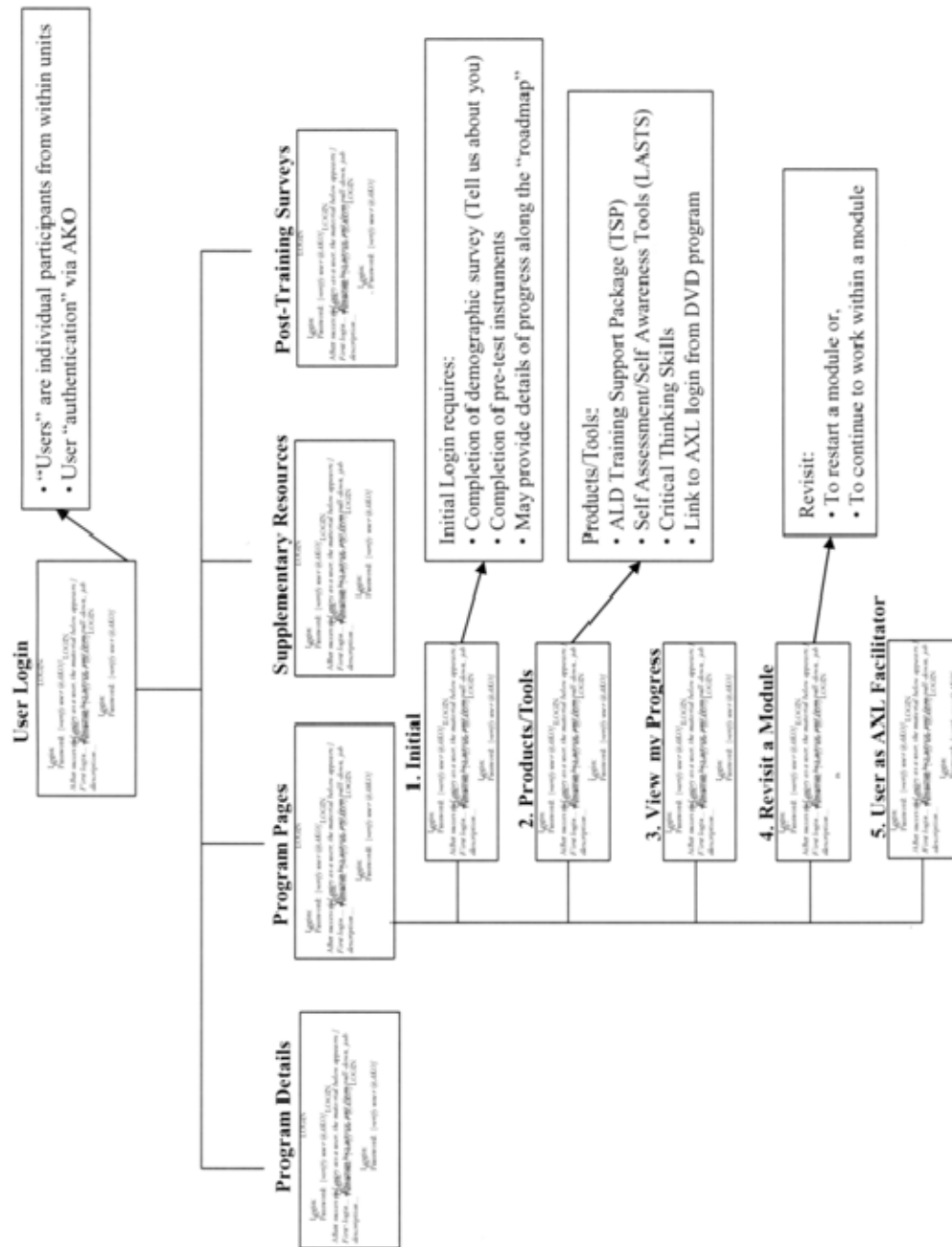
- Use “home page” as location for overview info and ease of access for likely site users.
- Product descriptions accessed on this page are public, no login required.
- Administrators need to know extent of unit progress, but no reports are provided about individual participants.



# Sequence of Interaction with Instruments/Tools

<p>Each of the following should be done at the outset. Though directed to complete in order, this may not be particularly necessary.</p> <p>LEADERSHIP PROFILE: INITIAL</p> <ol style="list-style-type: none"> <li>1. Leadership skill assessment. [complete 1 of the 3 case studies and questions.]</li> <li>2. Tacit knowledge for Military Leaders. [first half of instrument ]</li> <li>3. Leadership Attitudes, Opinions, and Experiences Survey [short version]</li> <li>4. Leadership Measurement and Assessment Program (MAP) ... if used.</li> <li>5. Developmental Work Experiences (DWE) Instrument... if used</li> </ol>	<p>Item 1 should be completed first. Thereafter, sequence is less important.</p> <ol style="list-style-type: none"> <li>1. Self Development Survey [Based on LASTS Mods 1-4]</li> </ol> <p>AND</p> <ol style="list-style-type: none"> <li>2 Critical Thinking Skills (CTS) Modules 1-4</li> </ol> <p>then</p> <ol style="list-style-type: none"> <li>3. Army Excellence in Leadership (AXL) Vignette</li> <li>4. Critical Thinking Skills (CTS) Modules 5-8.</li> <li>5. Army Excellence in Leadership (AXL) Vignette</li> </ol>	<p>The following are completed at the end of the participation period.</p> <p>LEADERSHIP PROFILE: FINAL:</p> <ol style="list-style-type: none"> <li>1. Leadership skill assessment. [complete the second of the 3 case studies and questions (#3 not completed).]</li> <li>2. Tacit knowledge for Military Leaders. [2d half of the instrument]</li> <li>3. Leadership Attitudes, Opinions, and Experiences Survey [short version—taken a second time—in toto.]</li> <li>4. Leadership Measurement and Assessment Program (MAP) ... if used. (Career planning update)</li> </ol>
--	--	--

# Interface Screens (Continued)



# User Login

**Begins ALD Participant access to program. Major Subordinate Pages:**

- *Program Details:*

- Info about scope of program as well as time estimates\*\*

- *Program Pages:*

- Asks "What do you want to do?"

- Access to help

- *Supplementary Resources:*

- Provide mechanism for participants to view resources outside of program products.

- *Post-Training Survey:*

- Participants guided through structured set of post-program surveys.

- Includes tool-specific and program-specific instruments

\*\* Pages are structured to ensure "pre-requisites" are completed before progressing.

## Rationale

- Transparency with respect to scope of work expected of participants.

- Structure in program pages directs step-wise interaction with tools.

- Redo of module is allowed while saving initial effort (full or partial completion)





# Program Pages – 1 of 5

Program Pages	Rationale
<p><b>1. Initial:</b></p> <ul style="list-style-type: none"> <li>- “Tell us about you” Demographics</li> <li>- Complete pre-measures</li> </ul> <p><b>2. Products/Tools:</b></p> <ul style="list-style-type: none"> <li>- Details about tools. Benefits, time estimates</li> <li>- “Continue where I left off” Resume work with tools. Or,</li> <li>- Restart a module from the beginning.</li> <li>- See following slide for intended/required sequence and logic for products/tools</li> <li>- Include “help” contact information on all program/tool pages</li> </ul>	<ul style="list-style-type: none"> <li>- Provides realistic guidance to assist in time management.</li> <li>- Individual circumstances will likely necessitate the ability to re-enter the tool to continue work, and sometimes to restart from the beginning.</li> <li>- Allow participants convenient access to assistance with problems encountered while working in the program.</li> </ul>



# Program Pages – 2 of 5

## Products/Tools Page Intended Sequence:

1. Self Assessment/Self Development (LASTS)  
 • *Must be completed first*  
 • Other products won't be available until this page/module is complete



2. Critical Thinking Skills (CTS) Mods 1-4  
 • Design is to complete 4 modules prior to moving to first AXL



3. AXL Vignette (#1)  
 • Vignette training is on DVD (current plan) with facilitator login  
 • Facilitator provides list of participants/training objectives



4. Critical Thinking Skills (CTS) Mods 5-8  
 • Complete remaining 4 modules prior to second AXL

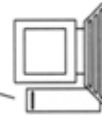


5. AXL Vignette (#2)  
 • Vignette training is on DVD (current plan) with facilitator login  
 • Facilitator provides list of participants/training objectives

*Redo any or all modules as desired*

## Rationale

- Driven by training strategy and training support plan
- Only product/tool that must be completed in sequence is #1
- Other products/tools available to use as desired after #1 complete



# Program Pages 3 of 5

## Program Pages:

1. *Initial:*
2. *Products/Tools:*
3. *View my Progress:*
  - Details of progress in program
  - Use thermometer or check-the-block to show completed modules

Thermometer Method

Percent Completed

Check the block method

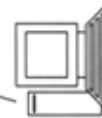
✓ LASTS	✓ CTS 5
✓ CTS 1	✓ 6
✓ 2	✓ 7
✓ 3	✓ 8
✓ 4	✓ AXL 2
✓ AXL 1	✓ Post-test survey instruments

## 4. *Redo a Module*

- Ability to start a module afresh
- Allows opportunity to review or retake module for reinforcement or enhancement of learning

## Rationale

- Transparency with respect to scope of work expected of participants.
- Structure in program pages directs step-wise interaction with tools.
- Redo of module is allowed while saving initial effort (full or partial completion)



# Program Pages 4 of 5

## Program Pages:

1. *Initial:*
2. *Products/Tools:*
3. *View my Progress:*
4. *Revisit a Module:*
5. *User as AXL Facilitator:*
  - Facilitator “enrolls” participants in an AXL based class.
  - Participants prompted to complete pre-class instruments/surveys
  - Facilitator “dis-enrolls” based on actual attendance
  - Facilitator completes pre/post class assessment.
  - Participants complete post-class assessment focused on themes for the class

## Rationale

- Transparency with respect to scope of work expected of participants.
- Structure in program pages directs step-wise interaction with tools.
- Redo of module is allowed while saving initial effort (full or partial completion)



# Program Pages 5 of 5

## *User as AXL Facilitator*

### Elements

- Shows range of AXL alternatives based on support packages.
- Allows facilitators to:
  - “enroll” participants
  - Provide aims of the class.
  - Allows facilitators to take post-class survey.

### Rationale

- Facilitators “enroll” the “students” for the AXL based class.
- The system needs to then send students an assessment instrument to be taken within X hrs/days of class.
- [Sometimes this might be a pre-assessment].



# Login: AXL “Students”

## *Post-AXL class survey*

### Elements

- Provide focused survey instrument. Sample:

### Rationale

- Need to decide what aims are for each AXL focused class... and develop tools to evaluate the instruction.

### Samples of questions that might be asked:

1. The theme (module) of the AXL Class was:
  - a. List the various themes around which TSPs focused.
2. Overall, I assess the AXL facilitated class as: 1-7.
3. Overall, the AXL vignette achieved the course objectives: 1-7
4. How many times have you used this same video before?
5. How long did the class last?

Alternatively, focus groups might be source of AXL class evaluation.



# Administrator's Login

## Unit Administrator Use:

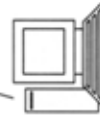
- Administrators authenticate to login.
- Administrators function to view unit progress through the tools/program.
- Provides ability to provide chain of command with status reports.
- Provides capture point for user comments/feedback.

## Systems Administrator/Investigators:

- Perform registration functions to assign user-IDs (as requested by Unit Administrators).
- Complete access to data.

## Rationale

- Unit administrators will be interested in viewing unit progress in order to orient resources and/or command emphasis.



# Issues

Following issues emerged while “envisioning” the interactions users and others would have with the website

- Able to stop anywhere? End of module, if not completed, lost? Warn participants at outset about how it works.
- What does feedback look for each instrument/tool. Need to ALWAYS get feedback. Also at completion of an instrument
- Developer’s analysis provides data to the database in the name of the soldier.
- May I re-print the feedback once I leave the system?
- May I redo a module in full? Need this capability... need to retain earlier data.
- ALL raw responses of participants while navigating an instrument are periodically dumped into the database
- What are the specific data provided to investigators following participant’s engagement with each instrument/module or tool?
- Need a record of time spent with each instrument/ module or tool. This is a primary indicator of how members interact with the program.
- AXL as DVD based:
  - What do we want to know from facilitators about the class?
  - What do we want to know from class members (users)?
  - How do we ensure we gather class member’s assessment of the instruction?
- Need, at end of each instrument... or module... or, maybe tool a brief macro assessment of the tool. 6-10 questions max.
- Who provides supplemental information?



## Appendix B

### IMPLEMENTATION SUPPORT PLAN

The Implementation Support Plan (ISP) was the detailed plan for implementing and supporting the ALD demonstration. The document outlined the stages and steps needed to ensure that all objectives of the demonstration were met. After defining the target audience, it then detailed the key operational procedures: overall management, Web site management, help desk operations, unit participation, monitoring procedures, and information management. This was followed by a time line for the stages and steps of the demonstration. The document carefully defined the personnel requirements and their associated duties and qualifications.

Annex A to the ISP, Personnel Duties and Qualifications, is omitted from this volume since it is of limited utility to most readers of the research report.

A risk mitigation plan (Annex B to the ISP) outlined measures to control or offset the factors that could threaten the success of the demonstration. This was a revision of the Risk Mitigation Plan as originally developed for the DTP. Since the ISP contains the latest and most complete Risk Mitigation Plan, it is included here and omitted from the DTP presented in this volume.

# **Accelerating Leadership Development (ALD) Demonstration**

## **IMPLEMENTATION SUPPORT PLAN (ISP)**

### **Table of Contents**

	Page <sup>*</sup>
1. References .....	B-3
2. Purpose .....	B-3
3. Definitions .....	B-3
4. Stages and Steps .....	B-3
5. Target Audience .....	B-5
6. Key Operational Procedures .....	B-5
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8. Personnel .....	B-10
9. Risk Mitigation .....	B-11
10. Pilot Test .....	B-11
Annex A: Personnel Duties and Qualifications .....	Omitted
Annex B: Risk Mitigation Plan .....	B-12
Annex C: Pilot Test – Outline Plan .....	B-15

<sup>\*</sup> The page numbers listed in this Table of Contents were altered to reflect the pagination as it appears in this volume.

# Accelerating Leadership Development (ALD) Demonstration

## IMPLEMENTATION SUPPORT PLAN (ISP)

### 1. References

- a. Northrop Grumman Mission Systems, *Detailed Test Plan: Accelerating Leadership Development Trial Implementation*, delivered 27 Jan 06.
- b. Northrop Grumman Mission Systems, *Implementation Staffing Requirements* (Annex D of Detailed Test Plan), delivered 27 Jan 06.
- c. Northrop Grumman Mission Systems, *Risk Mitigation Plan* (Annex F of Detailed Test Plan), delivered 27 Jan 06.
- d. Northrop Grumman Mission Systems, *ALD Website Architecture* (Annex I of Detailed Test Plan), delivered 27 Jan 06.
- e. Northrop Grumman Mission Systems, *Task Execution Plan – Accelerating Leadership Development II: Impact and Effectiveness*, 30 Jun 05.
- f. U.S. Army Research Institute, *Accelerating Leadership Development: Impact and Effectiveness* (Statement of Task), issued 29 Mar 05.
- g. Northrop Grumman Mission Systems, *ALD Data Collection, Management and Analysis Plan*, TBP.

2. **Purpose.** This document describes the requirements and procedures for implementing and supporting the ALD demonstration. Building on the *Detailed Test Plan*, Reference 1.a., it provides the roadmap for the initial implementation and fielding to units and participants and the subsequent support required while units are participating in the demonstration and data is collected.

### 3. Definitions

- a. **Implementation:** The period of time and all actions required to prepare for and to field the ALD Program to participating units and individuals. Implementation ends when initial fielding to participating units and individuals is complete.
- b. **Sustainment:** The period of time and all actions required to sustain the ALD Program. Sustainment begins upon completion of fielding to the participating unit and individuals and terminates at the conclusion of data collection activities. It does not include analysis and documentation activities.
- c. **Users –** Those company grade officers assigned to a participating unit who are directly using ALD products (experimental units) or non-ALD products (baseline units) for their own leader development and training.
- d. **Participants –** All unit personnel involved in the ALD demonstration, including users and those in other capacities (e.g., commanders, supervisors, Unit Action Officers).

### 4. Stages and Steps

- a. **Preparation Stage –** One time effort; multiple steps are concurrent.
  - (1) Finalization of Training Support Package/Plan (TSP).
  - (2) Development of unit orientation/start-up package.
  - (3) Development of Guides and other materials (briefings, etc.).
  - (4) Development of Help Desk capabilities and procedures.
  - (5) Development of Website and mounting of demonstration components.(a) TSP.

- (b) ALD Products.
  - (c) Pre- and post-tests.
  - (d) On-line data collection instruments.
  - (e) Database.
  - (6) Testing and adjustment of Website.
  - (7) Hiring and training support personnel (Team Members, Data Collectors, etc).
  - (8) Completion of Data Collection, Management and Analysis Plan (DCMA Plan) through those actions occurring prior to the Pilot Test.
  - (9) BCT Cdr recruitment and sign-up for participation.
  - (10) Battalion Commander buy-in to demonstration.
  - (11) Rehearsal of on-site unit orientation team.
  - (12) Initiate Help Desk operations.
- b. **Pilot Test Stage** – One time effort.
- (1) Confirm that website and all required documents and materials are prepared.
  - (2) Schedule pilot test participants.
  - (3) Conduct pilot test. See Annex C, this Plan and DCMA Plan (Ref 1. g.).
  - (4) Take corrective actions, as required.
  - (5) Re-test, as required.
  - (6) Finalize all materials.
- c. **Unit Start-up Stage** – Iterative; one time per unit; both Experimental & Baseline Units.
- (1) Station ALD Coordinator on-site for entire stage.
  - (2) Appoint, orient and train Unit Action Officers.
  - (3) In-brief Field Grade Commanders.
  - (4) Orient users and participants (on-site and on-line).
  - (5) Deliver hard copy start-up materials (flyers, brochures, hand-outs, posters, Unit Action Officer Guides, TSP, training schedule templates, etc) to BCTs and battalions.
  - (6) Resolve issues/concerns from users, participants and commanders. Anticipate that these issues will concern both long range implications (Big Picture & Program Issues) and immediate issues (product specific and impact on training guidance, plans and scheduling). Anticipate that Implementation Support Cell will provide assistance to modify unit training guidance, policies, plans and schedules.
  - (7) Incorporate ALD into training guidance and policy.
  - (8) Include ALD on unit training plans and schedules.
  - (9) Verify unit access to ALD website.
  - (10) Continue Help Desk operations.
- d. **Product Usage Stage** – Iterative stage with some episodic steps; Experimental & Baseline Units.
- (1) Monitor operations to maintain cognizance of demonstration progress throughout stage. (Experimental & Baseline units)
  - (2) Ensure pre-test is completed. (Experimental & baseline units)
  - (3) Ensure use of ALD products per TSP. (Experimental units only)
  - (4) Collect data throughout stage, See DCMA Plan (Ref 1.g.). (Experimental & Baseline units)
  - (5) Maintain frequent liaison with Unit Action Officers. (Experimental & Baseline units)
  - (6) Monitor website usage to identify problems and optimize participation. (Experimental units only)
  - (7) Provide commanders & action officers with periodic status reports. (Experimental & Baseline units)

- (8) Observe home station events. (Experimental & Baseline units)
- (9) Observe CTC rotation. (Experimental & baseline units)
- (10) Resolve technical problems and maintain website (episodic and continuous). (Experimental & Baseline units)
- (11) Resolve technical/operational problems with ALD products (episodic). (Experimental units only).
- (12) Ensure adequate and timely Help Desk operations. (Experimental & Baseline units).
- (13) Visit unit for operational support and on-site data collection. (Experimental & Baseline units)
- (14) Respond to questions about the ALD program. (Experimental & Baseline units)
- (15) Resolve specific issues/concerns from users, participants and commanders. (Experimental & Baseline units)
- (16) Ensure post-test all data collection instruments are completed by all participants. (Experimental & Baseline units)

- e. **Unit Wrap-up Stage** – Iterative; one time per unit; both Experimental & Baseline Units.
  - (1) Send reminders to users who have not completed the post-test.
  - (2) Assess status of data collection and take reasonable steps to maximize data.
  - (3) Gather manual data collection instruments completed by unit participants (in person).
  - (4) Out-brief commanders.
  - (5) Provide feedback to users and participants.
  - (6) Convey appreciation (Certificate from ARI).

- 5. **Target Audience.** The ALD demonstration assesses the impact of ALD products on leadership skills development of company grade officers assigned to BCTs within both the active and reserve components. This assessment is based on the comparison of leadership skills between baseline and experimental BCTs, employing multiple data collection methods throughout the demonstration period. The target audience includes company grade officers at all echelons within the BCT (BCT, Battalion, company and platoon) and serving in all company grade capacities (command, platoon leader, and all staff positions). Excluded are company grade officers scheduled to leave the unit during the demonstration, i.e., within three months of unit start-up stage, and those officers who arrive in the unit after unit start-up stage is completed.

## 6. Key Operational Procedures

### a. Implementation Management.

- (1) The Implementation Manager, the DO-COR, will provide oversight of the implementation effort.
- (2) Management and coordination of the ALD demonstration is the responsibility of the Project Manager and Deputy Project Manager.
- (3) Routine planning and supervision of the ALD implementation support operations is the responsibility of the Implementation Support Cell Leader, reporting to the Project Manager and/or Deputy Project Manager. This effort requires continuous coordination with all members of the ALD project, especially the Data Capture & Management Cell.
- (4) After Start-up of the first participating unit, changes to the demonstration procedures, website, and other support will be made only after discussions involving the Program Manager (or representative), Project Manager, and Leaders of the Implementation Support, Data Capture & Management, and the Analysis & Documentation Cells to ensure continuity of the demonstration and validity of the data.

(5) Key Dates

(a) Decision Milestones

Jul 06	Unit Selection
May 06	Go/NoGo Decision on ALD Products
Aug 06	Pilot Test Start
Sep 06	Go/NoGo on ALD ATO live unit implementation
Oct 06	Start Unit Implementation
May 07	Data Collection Sufficient

(b) In-Progress Reviews (IPRs) are planned for:

2006		2007	
June 1	Oct 10	Jan 9	May 8
July 11	Nov 7	Feb 6	Jun 5
Aug 15	Dec 5	Mar 6	Jul 24
		Apr 10	Sep 18

- b. **Website Operations.** A fully functional, reliable and user friendly website is essential to the success of the ALD demonstration. It has direct impact on the critical areas of the demonstration: interactions with users, commanders and other participants; data collection; data aggregation in the database; and evaluation of data.

- (1) Management. The web designer/webmaster will be responsible for the design and operation of the website and interaction with the database to ensure functionality and usability of the system; reporting to the Implementation Support Cell Team Leader.
- (2) Components. Per Reference 1.d., ALD Website Architecture.
- (3) Accounts Management. The System Administrator will develop specific procedures for establishing and deactivating accounts for each category of website access, to include users, participants, administrators and investigators. Procedures will address levels and periods of access for each category of website user, e.g. product users activated during unit start-up and deactivated at end of product use stages with access restricted to homepage, products and completion of data collection instruments. Security and checks to preclude unauthorized use or access will also be addressed.
- (4) After Unit Start-up is completed, requests for access to the website and/or a password will be scrutinized for cause and referred to the Implementation Support Cell Leader for review in coordination with other leaders, as required.

- c. **Help Desk Operations.** The efficacy and continuous functioning of the Help Desk is critical to the success of the ALD demonstration. The Implementation Support Cell Leader has overall responsibility for help desk operations with the support of Implementation and Support Cell members and other ALD program personnel as required. The Cell Leader will develop a Help Desk SOP/Assistance Guide to provide detailed guidance of operations.

(1) Specific responsibilities

(a) System Administrator

- 1) Maintain website and supervise routine help desk operations.
- 2) Responsible for technical and procedural aspects of help desk operation.
- 3) Answer website questions/issues; refer other questions as needed.
- 4) Improve/correct technical issues identified by participants.

(b) Product SMEs (ARI personnel) will provide timely response to ALD product specific issues and questions.

(c) ALD Program Issues will be addressed by appropriate ALD program members.

- 1) Assistance for users, participants, and commanders; both experimental and baseline units.
  - 2) Assistance with TSP, incorporation of ALD products into training guidance, plans, and schedules.
  - 3) Assistance with “Big Picture Issues” will be referred by the Implementation Support Cell for action by the appropriate person, as necessary.
- (2) Procedures
- (a) Requests for help will be received by website, e-mail, and phone with the Implementation Support Cell Leader responsible for assigning specific response taskings, including response times.
  - (b) Response times will be determined by the criticality of the request as it affects participation or data collection.
    - 1) Urgent requests will be responded to immediately if possible; preferably within the hour. These would include troubleshooting of technology failures and those that would delay or cancel product use.
    - 2) Routine requests for information will be responded to within 24 hours of receipt. If not possible, an interim reply will be provided which provides information available and expected time for final resolution.
  - (c) Hours of operations will be dependent on unit requirements, usage history, and funding levels. Although ALD product use is intended to be scheduled during the duty day, given the OPTEMPO and that most ALD product use is individual, evening and weekend use must be assumed. Coordination with unit commanders and usage trends will establish specific help desk hours for the unit. For planning purposes, hours of 0900 – 1900 (CST or CDST as in effect), seven days per week, are assumed.
  - (d) The Implementation Support Cell Leader and the System Administrator will ensure that a log of all help desk activities is maintained, including: daily hours of operation, staffing, all actions including requests for assistance with process used to resolve and the response, system faults, etc.
- (3) System Failures
- (a) Notification of website failure. Any system failure will immediately be reported to the Implementation Support Cell Leader and to the Project Manager. Other Cell Leaders will be notified as appropriate. In the event of a system failure of duration that adversely impacts the demonstration (over 2 hours): users, participants and commanders will be notified by e-mail, or phone if a critical impact is anticipated. NLT the conclusion of a Unit’s Start-up, the System Administrator will develop: an e-mail notification system for use as a primary back up; a phone list of key persons in each unit to be notified as a secondary back up; and provide key unit persons with a phone number listing of all participants in their unit.
  - (b) Corrective Measures. Corrective measures to reinstate system functionality will be the highest priority for ALD assets.
  - (c) Impact Assessment. Any system failure will result in an assessment and documentation of the failure’s impact on the demonstration by the Project Manager/Deputy and Cell Leaders.
  - (d) Development of Alternate Methods. Implementation Support, Capture & Management, and Analysis & Documentation Cells will cooperatively develop alternative procedures to accomplish their functions. Alternative procedures will be developed NLT the conclusion of the Pilot Test.
  - (e) Website Testing. Website functionality will be established during website development and prior to the Pilot Test. Website functionality and usability by

ALD participating units and unit members will be a focus of the Pilot Test. Corrective action will be taken as needed based on results of the Pilot Test in accordance with the time line; see paragraph 7.

- d. **Baseline Unit Procedures.** To facilitate a valid comparison to the experimental units, uniform procedures must be followed. Data collection is required from both baseline and experimental units as prescribed in the DCMA Plan.
  - (1) Unit Start-up will be conducted by a team of the same composition as for the experimental units. Applicable actions and requirements (ALD website access, help desk procedures, pre- and post-tests, data collection efforts) will follow the same protocol and frequencies as for experimental units. These specifically include:
    - (a) On-site data collection during the training stage by data collection teams.
    - (b) On-site visits by ALD unit coordinators.
    - (c) Contact with Unit Action Officers.
    - (d) Monitoring of the ALD website use and commander up dates.
  - (2) Unit Wrap-up will follow the same protocol as for experimental units.
  - (3) ALD Product Access. The necessity of not accessing or using ALD products will be explained to participating unit members and those aspects of the website will not be accessible by baseline personnel.
  - (4) Requests for use of ALD products or conversion to experimental status will be referred to the Implementation Manager and Program Manger for determination.
  - (5) Access/use of ALD products will be monitored by: website monitoring, data collection and ALD unit coordinator communications with units to include on-site visits, and Unit Action Officer data collection. Any compromise will be reported to the Project Manager and Program Manager.
- e. **Experimental Unit Procedures.**
  - (1) Per the provisions of this Plan and the DCMA Plan, Ref 1.g.
  - (2) ALD Product Access. Unit personnel will be requested to not share any ALD products with members of other units and to report any compromise so that the compromise can be considered in the analysis of data.
- f. **Monitoring Unit Participation.** Monitoring of unit participation is a dally function of the Implementation Support Cell Team Leader in coordination with the Data Capture Cell Team Leader. All data collection functions in accordance with the Data Collection, Management and Analysis Plan will be monitored for indications of participation status of units and users within a unit, as appropriate. Unit commander updates, see paragraph 6.g., will include participation data. If needed, commanders will be requested to act to increase participation, use of ALD products, and completion of Data Collection Instruments.
- g. **Commander's Information Requirements**
  - (1) Updates
    - (a) Routine. Project Manager/Deputy, or at the Project Manager's discretion, either the Implementation Support Cell Leader or the Data Capture Management Cell Leader, will provide routine weekly or bi-weekly (dependent on activity and commander preference) status reports to the BCT and Battalion Commanders, as appropriate.
    - (b) On-site. ALD team members, e.g., Unit Coordinators and Data Collectors, will provide information to commanders while on-site as appropriate.



- (c) Episodic. Sensitive, urgent, or responses to unit concerns that require timely and sensitive communication will be given high priority and brought to the Program Manager/Deputy for action.
    - (d) Reports will be either electronic or telephonic, depending on the nature of the report's substance and commander's preference.
  - (2) Issues/Complaints. Issues or complaints for participating unit commanders will be given high priority.
    - (a) Issues or complaints will be immediately acknowledged to the commander by the receiving individual with an explanation that the issue will be referred to the Project Manager for resolution and response.
    - (b) Project Manager will coordinate with the Program Manager and Team Leaders as required to resolve the issue and respond to the commander.
  - h. **Publicity.** All persons involved with the ALD demonstration should be briefed on media contact and release of information to the media.
    - (1) Planned. Planned publicity will be the responsibility of the Implementation Manager (DO-COR), with the support of the Project Manager as required.
    - (2) Unplanned. Request from the media will be referred to the Implementation Manager. All contact with the media, to include that with participating units, will be reported to the Project Manager. Participating units should follow local policy on contact with media.
  - i. **Security and Privacy.** The security and privacy of both individual information and the collected data are critical. Basic procedures are delineated in DCMA Plan, Ref 1.g.
7. **Time Line.** To coincide with the Data Collection, Management & Analysis Plan time line, time is expressed in weeks preceding (negative numbers) and weeks after (positive numbers) a point in time (D) that is the demarcation point between Unit Start-up and Product Usage Stages, i.e., the end of Unit Start-up Stage and the beginning of Product Usage Stage.
- a. **Preparation Stage** - One time effort.
    - (1) Steps required for Pilot Test completed. **Week D-9**
    - (2) BCT Cdr sign-up for participation and Battalion Commanders buy-in to demonstration completed prior to Unit Start-up. **Week D-4**
  - b. **Pilot Test Stage** – One time effort. **Weeks D-8 & D-7**
    - (1) Corrective actions competed. **Week D-6**
    - (2) Re-test competed. **Week D-5**
    - (3) Corrective actions competed (2<sup>nd</sup> round). **Week D-4**
  - c. **Unit Start-up Stage** - Iterative for each unit.
    - (1) Initiated NLT 3 Weeks prior to product usage stage. **Week D-3**
    - (2) Estimated one week on-site to accomplish on-site start-up actions. **Week D-3**
      - (a) Appoint, orient, and train Unit Action Officers.
      - (b) In-brief Field Grade Commanders
      - (c) Orient users and participants.
      - (d) Initiate website access.
      - (e) Resolve user and participant questions and issues.
      - (f) Take action to build rapport with units, users and participants.
    - (3) Estimated two additional weeks to accomplish off-site actions and follow-up. **Weeks D-2 & D-1**

- (a) Incorporate ALD into training guidance and policy.
- (b) Include ALD on unit training plans and schedules.
- (c) Verify website access.
- (d) Resolve start-up/initial issues.

**(4)** Initiate Help Desk operations; continuous.

**Weeks D-3 to D+12**

**d. Product Usage Stage;** Iterative and/or episodic.

**Weeks D+1 to D+12**

- (1) Ensure completion of pre-test. Target is *Week D+1*.
- (2) Ensure use of ALD products per TSP (continuous).
- (3) Maintain website (episodic and continuous).
- (4) Maintain ALD Products (episodic).
- (5) Conduct Help Desk operations (continuous).
- (6) Unit visitation, both experimental and baseline (episodic).
- (7) Ensure completion of post-test.
- (8) Ensure completion of all data collection.

**e. Unit Wrap-up Stage** – Iterative; one time per unit.

**Week D+12 or D+13**

- (1) Ensure completion of post-test.
- (2) Ensure completion of all data collection.
- (3) Out-brief commanders.
- (4) Provide feedback to users and participants.
- (5) Convey appreciation.

## **8. Personnel**

### **a. General**

- (1) Not all members of the Implementation Support Cell are dedicated solely to this task. However, all team members must place the highest priority on responsiveness to ALD demonstration support. User and participant perception will have a major impact on their participation and consequently affect the success of the demonstration.
- (2) Per Reference 1. a., DTP, the Implementation Manager is the DO-COR. The Project Manager/Deputy will be responsible for the day-to-day management of the implementation.
- (3) Since success of the demonstration relies on unit participation and the support of commanders at all levels and user participation, the ALD staff's ability to be credible and to relate to unit members is critical. Establishing habitual relationships with participating unit members is essential.
- (4) Staffing requirements and scheduling will be significantly impacted by the scheduling of participating units and the compounding effect that will result when successive units enter the Unit Start-up Stage causing overlapping schedules, or if multiple units are to be started simultaneously.

- b. Key Personnel and Functional Roles.** This plan anticipates that the both the Unit Start-up Stage (implementation/fielding) and the Product Usage (sustainment operations) will require major efforts both on-site with the unit and remotely from Leavenworth or multiple sites. While the Unit Wrap-up Stage is not anticipated to require major manpower commitments, it is crucial. The Functional Roles chart shows possible roles of each of the 13 positions/job titles by stage. Actual functions and location (on-site vs. remote) will change as specific situations require tailoring of functions and travel team composition. Positions will be filled by a combination of ARI, Contractor, and Unit personnel depending on manning option level selected as specified in the DTP, Ref. 1.a. Unit Action Officers manning level is anticipated to be 1 per BCT and 1 per battalion.

### **Functional Roles**

Position	UNIT START-UP STAGE		PRODUCT USAGE STAGE		UNIT WRAP-UP STAGE	
	On-Site	Remote	On-Site	Remote	On-Site	Remote
Program Manager		X		X		X
Implementation Mgr	X	X	X	X	X**	X
Sr Mil Advisor		X*		X*		
Project Manager		X		X		X
Deputy Project Mgr	X	X	X	X	X	X
Implem Spt Cell Ldr		X	X	X		X
ALD Coordinator	X	X	X	X	X	X
SMEs (3X)		X		X		
Web Design/Master		X		X		
System Admin		X		X		X
AXL Facilitator			X	X		
Unit Action Officer	X		X		X	
Data Collectors			X	X	X***	X

\*As requested

\*\*Primary

\*\*\*Only if Data Collection is incomplete

c. **Duties and Qualifications.** Duties and qualifications for key positions are enumerated in Annex A.

9. **Risk Mitigation.** See Annex B: Risk Mitigation Plan. This annex is a revision of the Risk Mitigation Plan that is in the Detailed Test Plan, Ref 1.a.

### **10. Pilot Test**

a. **Purpose.** The pilot test is essential to ensure the readiness and quality of implementation support plan and to evaluate the efficacy of the plan to inform and sustain a relationship with test subjects acting in their roles.

b. **Concept.**

(1) The pilot test will exercise implementation support, data collection, management and analysis.

(2) The pilot test will:

(a) Be an operational implementation with all players represented credibly.

(b) Be executed after all non-unit steps of the Preparation Stage are completed.

(c) Exercise all unit steps within the Preparation Stage and all subsequent stages of implementation and support.

c. **Test Plan.** The outline plan is in Annex C.

## ANNEX B: RISK MITIGATION PLAN

Risk	Description	Mitigation
<b>Risk Category: Army Support (Sponsorship/Stakeholder)</b>		
Lack of interest in ALD program	Failure of Army leaders to appreciate the potential value of the program could undercut recruitment and follow-thru of participating units	If aggressive efforts to recruit BCT participant fail, Program Manager decides to implement demonstration using RC units or TDA organizations or to delay demonstration until BCTs can be recruited.
<b>Risk Category: Product and Website Readiness</b>		
Product development delays	Unavailability of one or more products at the start of implementation would create an ALD toolkit with missing pieces	Monitoring of product development will provide sufficient notice to allow Program Manager to decide to delay demonstration till product completion or to implement the demonstration without the product. Product will not be added to program after Start-up of first unit.
Inadequate formative evaluation of individual products	Degraded quality of one or more ALD products would increase participant frustration and drop-out rates	Adjust evaluation process where necessary; be prepared to modify products after implementation pilot testing but prior to Unit Start-up.
Product incompatibility with website processes	Inability to manage delivery of all products via website mechanisms would degrade product accessibility	Adjust plans where essential; be prepared to modify products after operational website testing but prior to Unit Start-up.
Inadequate website development	Insufficient time and/or expertise could prevent development of fully functional website, degrading program integration and data collection	Fence time and resources for full website development; mobilize qualified experts to develop website; perform interim checks of website design and functionality. Website functionality is requirement for pilot test and to implement the demonstration.
Failure to operationally test website delivery of products	Technical problems encountered by participants could cause confusion, frustration and dropping out.	Use independent tester; prepare formal plan to structure testing; correct problems after testing. Website functionality is requirement for pilot test and to implement the demonstration.
<b>Risk Category: Assessment Enablers</b>		
Absence of true baseline units	Failure to sign up baseline units or to confine use of ALD products to experimental units could prevent valid comparison between conditions.	If persuasion and geographically isolation of baseline and experimental units fails, Program Manager directs modification of analysis or implementation of demonstration without baseline.
Lack of sufficient data collection tools	Insufficient time and/or resources could prevent developing a complete, reliable set of data collection tools, degrading comprehensiveness of assessment data.	Program Manager determines priority of DCIs to be developed and minimum acceptable DCIs required for implementation; submit DCIs for APSO approval.
Lack of adequate data management means	Poor database design and functionality would hinder data reduction and analysis efforts, and could increase time and costs required to analyze data.	Manage database development as key milestone; Website functionality is requirement for pilot test and to implement the demonstration.
Failure to pilot test data collection and management means	Insufficient time and/or resources would prevent testing and refinement of DCIs, database, and procedures, thereby reducing accuracy and validity of data.	Test demonstrating functionality is requirement for pilot test and to implement the demonstration; correct problems after testing
Insufficient funding for assessment staffing	Resource shortfall for data collectors, data manager(s), and analyst(s) could seriously degrade data collection and analysis	Aggressively seek internal or external sources of funding for minimum assessment staffing to implement demonstration.

<b>Risk</b>	<b>Description</b>	<b>Mitigation</b>
Inadequately qualified data collectors	Failure to properly train and supervise data collectors would erode quality (accuracy, reliability, validity) of manual assessment data	Manage train-up as key milestone; prepare train-up plan with proficiency criteria; designate single super-visor; monitor quality of data collector performance; remediate where necessary
<b>Risk Category: Quality of Implementation</b>		
Insufficient funding for implementation support	Shortfall in support personnel and/or data collectors could seriously degrade quality of implementation and data collection	Aggressively seek internal or external sources of funding for minimum implementation staffing to implement demonstration.
Inadequate technical support of implementation	Failure to solve technical problems quickly would lead to participant frustration and dropping out	Fence resources for system administrator, database manager, and product experts (for help desk services); ensure competent system administrator, database manager, and other technical personnel
Lack of sufficient AXL facilitators	Without a knowledgeable facilitator, utilization of vignettes and collection of AXL-specific data would suffer	Proactively support unit planning and execution of vignettes; be prepared to furnish all facilitators using ARI/contractor assets; closely monitor implementation of vignettes
Low-fidelity implementation	A unit departing significantly from the recommended sequence (e.g., deciding not to use one or more products) could degrade the effectiveness of the toolkit	Leverage website functionality (including progress summary) to encourage high-fidelity implementation; monitor product utilization and intervene where imperative; investigate reasons for non-compliance
Inadequate personal information security	Personal information gathered through surveys and website use could become available to unauthorized personnel	Use random identification code for each participant; limit database access to unit administrators and researchers with proper authentication; safeguard against improper release of information. Develop plan for security compromise and notification of affected personnel.
Unwanted sharing of ALD products with baseline participants	Baseline participants may obtain ALD products from colleagues (e.g., via AKO) or developers	Caution experimental participants against sharing ALD products; inform all participants of value of true baseline; track use of leader development tools among baseline participants
Other contaminating factors	Hawthorne effect, OPTEMPO, pretest learning, differing leadership climates, uncontrolled events and other factors may bias data	Arm ALD Coordinators with checklist of contaminating factors; record significant events and conditions occurring in participating units; intervene when necessary; use contaminating factors to interpret data

<b>Risk Category: Unit Participation and Follow-Through</b>		
Shortfall in number of participating units	Fewer than 4 experimental BCTs and 2 baseline BCTs would reduce the ability to generalize the data and to compute valid measures of true ALD impact	Recruit desired units aggressively, with aid of parent HQ leaders; leverage personal contacts among target units; prepare backup plan for recruiting TDA units
Interruption of unit participation	Loss of a BCT due to unexpected events (early deployment orders, etc.) would lead to partial or complete loss of data	Ensure information supporting initial selection is accurate; select alternate units to stand by for contingency participation; be prepared for block zero-outs in database
Change in unit priorities	Assignment of new BCT mission during implementation period could degrade quality and completeness of assessment	Monitor each BCT closely for changes in operational requirements; be prepared to switch to alternate units when necessary
OPTEMPO overshadowing of ALD participation	Failure to allocate and/or protect ALD training time on unit training calendar would undercut use of products and collection of data	Directly help units embed ALD training in their training calendars at outset; monitor execution of ALD training activities; provide commanders at least monthly ALD status reports
Attrition of participants	Participant drop-outs and personnel turnover may lead to reduced sample size and/or incomplete database	Excuse scheduled turnovers from participating in implementation; monitor ALD participants and send queries to suspected drop-outs; be prepared to exclude drop-outs from database
Participant apathy	Leader disgruntlement, lack of interest, etc. could increase drop-outs and complicate interpretation of data	Ensure command emphasis, including ALD guidelines in training guidance; strongly portray payoff; cultivate good rapport with unit action officers & users; ensure that ALD Coordinators interact frequently with units; Direct involvement of Project Manager and Sr Mil Advisor, if needed.
Insufficient in-person presence by investigators	Lack of personal contact with ALD coordinators and data collectors could reduce participants' level of commitment and involvement	Ensure ALD program representatives on-site unit start-up; maintain recurring contact via ALD Coordinators; leverage email and telephone for routine dialogue; resource on-site data collection activities

## ANNEX C: PILOT TEST – OUTLINE PLAN

Test Aspect	Plan
Objective	Verify that ALD products, website, personnel, supporting materials, support procedures, and data collection/management procedures are ready for full implementation.
Location	Fort Leavenworth, KS
Dates	1-10 August 2006
Participants	<ul style="list-style-type: none"> <li>• ALD users – CGSC students (3 ea)</li> <li>• Supervisors (2 ea), commander (1 ea), peers (2 ea) – CGSC students</li> <li>• Action officers (2 ea) and O/Cs (2 ea) – CAL personnel</li> <li>• Implementation/Fielding Team</li> <li>• Support Team</li> <li>• Help Desk personnel – product developer representatives</li> <li>• Research team – ARI investigators and contract personnel</li> <li>• AXL facilitator – ARI investigator</li> </ul>
Test Materials	<ul style="list-style-type: none"> <li>• Implementation Support Plan and DCMA Plan</li> <li>• ALD products mounted on Internet-accessible website</li> <li>• Training support package, action officer guide, and support personnel guides</li> <li>• Orientation and fielding materials</li> </ul>
Test Environment	<ul style="list-style-type: none"> <li>• Participants in unit configuration</li> <li>• Internet delivery of ALD products with access controls in place</li> <li>• Test facilities = CGSC learning lab, participant offices</li> <li>• Equipment = ALD server, PCs normally used by participants</li> <li>• Special software for participant PCs – TBD</li> <li>• Connectivity via Internet</li> </ul>
Readiness Criteria	<ul style="list-style-type: none"> <li>• Orientation &amp; fielding materials and procedures fully prepared</li> <li>• Fully functional products and website attended by system administrator</li> <li>• All participants, including support personnel, on hand</li> <li>• All test materials available for implementation</li> <li>• Go-ahead concurrence from the DO-COR</li> </ul>
Test Management	<ul style="list-style-type: none"> <li>• ARI coordinates with CGSC and CAL for unit role-players and O/Cs</li> <li>• Test Director (Deputy Project Manager) maintains master event log</li> <li>• Implementation Cell Ldr directs implementation and support efforts.</li> <li>• Data Manager directs data collection, management and analysis activities</li> <li>• End-of-day hot washes enable progress tracking and mid-course adjustments</li> <li>• Programmatic POC = Dr. Sena Garven</li> </ul>
Test Support	<ul style="list-style-type: none"> <li>• Room suitable for initial orientation and meetings</li> <li>• Local voice network connects pilot test participants</li> <li>• Research assistant provides general/administrative support</li> <li>• Product developers provide on-call technical support</li> <li>• Fort Leavenworth DOIM provides network support</li> <li>• DCI developers provide on-call support</li> </ul>
Data Collection	<ul style="list-style-type: none"> <li>• Unit Start-up Stage = Facilitated end-of -stage hot wash</li> <li>• Product Usage Stage = facilitated end-of-day and end-of-test hot washes</li> <li>• Investigator takes notes during hot washes and prepares summary</li> <li>• Investigators document own lessons learned</li> </ul>
Data Analysis	<ul style="list-style-type: none"> <li>• Examine data for flaws, malfunctions, problems, and improvement options</li> <li>• Compile list of candidate fixes and improvements for all test materials</li> <li>• Submit list of recommended fixes and improvements to DO-COR NLT 24 Aug 06</li> </ul>
Privacy Controls	<ul style="list-style-type: none"> <li>• No warfighter identifying information on data capture forms or compilations</li> <li>• Restricted access to all data</li> <li>• Non-attribution of findings</li> </ul>
Outcomes	<ul style="list-style-type: none"> <li>• DO-COR-approved list of revisions to implementation and assessment materials</li> <li>• Lessons learned for implementing the ALD program</li> </ul>





## Appendix C

### STUDENT GUIDE

The Student Guide was developed to provide essential information on: the ALD demonstration; each of the ALD tools and measures (including their use); and the navigation of the ALD website. The intent was to encourage and facilitate participation.

The Student Guide was used in two formats. It was originally developed as a PowerPoint presentation to facilitate briefing participants, highlighting key points in “bullets” on each slide. This presentation also worked well as an overview briefing for key unit leaders. There was also a multimedia version of the Student Guide embedded in the ALD website to serve as a help tool for participants while they were using the website.

The Student Guide in this appendix has been converted to a Microsoft Word document to save space and to facilitate publication. Personnel contact data and the specific website address have been deleted for publication.

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### ACCELERATING LEADER DEVELOPMENT STUDENT GUIDE

Leader Development Research Unit  
Army Research Institute

<https://www.xxxxxx.net/>\*

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### INTRODUCTION

- Welcome to the Accelerating Leader Development program. This program has been developed over the past five years as an integrated program designed to enhance learning for young Army leaders.
  - There are three major leadership skill areas: 1) self assessment, 2) cognitive skills, and 3) interpersonal skills.
  - Training in each skill area has been developed by collaboration among military, research, and technical experts to bring to you a complete program designed to help you learn and grow as a leader. This program is in the final review phase before deployment to the Army at large. We are asking you to not only take part and learn but to give us feedback as to the specific pros and cons of each step.
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\*Website is no longer active. It was used for demonstration purposes only.

## LOGGING IN TO THE SYSTEM

On the login page

- Use your AKO name
- Don't use your AKO password


Returning to this web site?	Is this your first time here?
<p>Login here using your username and password: (Cookies must be enabled in your browser) ?</p> <p>Username: <input type="text" value="admin"/></p> <p>Password: <input type="password"/></p> <p><input type="button" value="Login"/></p> <p>Forgotten your username or password?</p> <p><input type="button" value="Yes, help me log in"/></p>	<p>Welcome to the Accelerating Leader Development login page.</p> <p>Enter your assigned username, in most cases this will be your AKO login (e.g. joe.snuffy). First time users will assign themselves a password. This need not be your AKO password.</p> <p><b>Note:</b> You must allow pop-ups for this website to function at its full potential.</p>

<https://www.xxxxx.net/ald/>

## FIRST TIME SYSTEM SETUP

First time users will see this page:

- Fill in the blanks for First and Last names.
- Please use your AKO email address.
- We won't be using the forums so the next setting can remain in the default position.
- Put in your city, country.
- Choose the correct time, you can Google "GMT" to find your time zone.
- Put something in the text box at the bottom.



[Home >> Course List](#) [Logout](#)  
[Profile](#) [Edit profile](#) [Forum posts](#) [Blog](#)

First name:

Surname:

Email address:

Email display:

Email activated:

Email format:

Email digest type:

Forum auto-subscribe:

Forum tracking:

When editing text:

City/town:

Country:

Timezone:

Preferred language:

Description: 

You must put text here or the system won't allow you to continue.

## **PILOT PROGRAM**

- The program consists of three phases
    - Pre-measures (two purposes)
      - To provide feedback for self assessment and self development. We went through a rigorous process to find measures that yielded useful feedback to the user.
      - To allow for assessment of the impact and effectiveness of the program by investigating changes in answers over time. This is why the pre-measures have parallel measures in the post-measures.
    - Training
      - The training consists of the self assessment, critical thinking, and interpersonal skills.
    - Post-measures
      - For comparison to pre-measures.
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## **PRE-MEASURES**

- Multifactor Leadership Questionnaire\*
- Tacit Knowledge for Military Leadership\*
- Unit Cohesion Index
- Personality Measures\*
- Azimuth/360\*
- Leader Experiences
- Leadership Opinions

\*Feedback provided to participants

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## **MULTIFACTOR LEADERSHIP QUESTIONNAIRE**

You will read a list of items describing leader behaviors and choose on a scale of 'Not at all' to 'Frequently' how often those behaviors describe you. This measure has 45 items and should take about 30 minutes to complete.

You should receive feedback on this measure indicating your leadership style in transformational and transactional terms. Explanations and additional readings will be sent to you within 2 working days.

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## TACIT KNOWLEDGE FOR MILITARY LEADERSHIP

- In this measure, you will read several scenarios each with multiple courses of action and rate each COA as to its appropriateness. You may rate all the COAs as good or poor.
  - There are two versions of the measure, one concerning platoon level leadership and one for company level leadership. You will be directed to the appropriate version, depending upon the rank and position specified on the demographic form. Although the central character in each scenario is either a platoon leader or a company commander, the situation can be seen as depicting a general leadership issue at the respective level. Please respond as if you were in the situation, disregarding the rank/position of the character. This measure will take about 1 hour to complete.
  - You will receive feedback within 2 working days in the form of subject matter expert ratings for each course of action along with your rating for comparison.
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## UNIT COHESION INDEX

This measure provides an overall look at unit cohesiveness. Responses from all the members of a unit are averaged for the final report. There are 24 items. It should take about 15 minutes to complete.

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## PERSONALITY INVENTORY

For this measure, you will go to another website and complete the measure. **Please click on the second link for the short form.** After completion, you will receive a feedback form. Please copy and past the form into the provided text box. This measure will take about 45 minutes to complete and provides excellent explanatory feedback for you.

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## AZIMUTH/360

- There is a link embedded in the ALD program to the Azimuth. You will be directed to the site when the data for your unit is input.
  - The web address is: <https://arildru.net/ari360/>
  - There is a User manual available for downloading if you wish more information. The flash demo on the homepage explains the system a bit also.
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## LEADER EXPERIENCES

This instrument looks at some specific leadership situations and asks you to rate each in terms of opportunity, density, and point in career. There are 31 situations listed. This measure should take about 30 minutes to complete.

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## **LEADERSHIP OPINIONS**

This measure has 41 questions regarding your opinions on leadership. It should take about 30 minutes to complete.

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### **TRAINING**

- Self Assessment – 4 Modules (6-8 hrs total) Individual training
    - Self-appraisal
    - Self-awareness
    - Self regulation and development
    - Self-development contracts
  - Critical Thinking – 8 Modules (2 hrs each) Individual training
    - Frame the message
    - Recognize main points in material
    - Develop explanation that ties information together in a plausible way
    - Generalize from specific instances to broader classes
    - Use mental imagery to evaluate plans
    - Challenge one's bias
    - Consider other people's perspectives
    - Decide when to seek information based on its value and cost
  - Interpersonal Skills - 2 classes (2-3 hours each) Collective Training
    - Cultural Awareness
    - Leadership Assessment
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### **SELF ASSESSMENT**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Module 1 Self-appraisal<ul style="list-style-type: none"><li>– Self-appraisal biases</li><li>– Identifying desired characteristics</li><li>– Possible self</li></ul></li><li>• Module 2 Self-regulation and development<ul style="list-style-type: none"><li>– Goal setting and developing goal strategies</li><li>– Identifying resources</li><li>– Coaches, mentors, learning partners</li><li>– Monitoring progress</li><li>– Addressing discrepancies</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Module 3 Self and Social Awareness<ul style="list-style-type: none"><li>– Awareness and leadership</li><li>– Self awareness</li><li>– Emotion management</li><li>– Social awareness</li></ul></li><li>• Module 4 Self-development learning contracts<ul style="list-style-type: none"><li>– Reflection exercise</li><li>– Self-development goals exercise</li><li>– Develop a learning contract</li></ul></li></ul> |
|---|---|

## CRITICAL THINKING SKILLS

- Frame the message
- Recognize main points in Material
- Develop explanation that ties information together in a plausible way
- Generalize from specific instances to broader classes
- Use mental imagery to evaluate plans
- Challenge one's bias
- Consider other people's perspectives

**Ensure you have the sound on and that you allow pop-ups at this site for full functionality.**

If you are taking part in the Accelerating Leader Development program, please complete the Pretest, Training, and Posttest. Of course, you may complete the longer version anytime after that if you wish.

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## INTERPERSONAL SKILLS

- Two modules-collective training
  - Cultural Awareness
  - Leadership Assessment
- Combination of classroom discussion and web-based training
- Scheduling to be determined

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## POST-MEASURES

- Unit Cohesion
- Tacit Knowledge for Military Leadership
- Azimuth/360
- NTC/JRTC/Yakima
- User feedback and comments

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## CONTACT INFO

- For content issues or questions concerning feedback
  - Name: *deleted for publication*
    - Phone: *deleted for publication*
    - Email: *deleted for publication*
- Questions concerning website/technical issues:
  - *Deleted for publication*

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## SYSTEM NOTES

- Please ensure you have the sound on, especially for the Critical Thinking Skills portion of the training, or you'll miss some 'critical' information.
- Allowing pop-ups within the site will make things run smoother.
- Due to quirks of the system we're using, if you exit the pre or post measure before finishing, any data you've input will be lost and you'll have to begin again

## Appendix D

### USER SATISFACTION SURVEYS

Although most data collection during the assessment was through the Web site server's learning management and database capabilities, the research team developed manual/paper data collection instruments to elicit feedback from the participants who used the tools.

Three separate user satisfaction surveys were used to elicit reactions and opinions from the demonstration participants. Each survey targeted a specific audience: LASTS user juries, CTS user juries, and BCT unit participants. The survey instruments are presented in this appendix, in that order. The user satisfaction surveys focused on the following dimensions of the ALD tools:

- (1) Overall impressions (potential role, warranted investment of time, relative priority)
- (2) Technical quality (accuracy, clarity, conciseness, quality of feedback, etc.)
- (3) Acceptability (ease of use, sensibility, realism, level of challenge, etc.)
- (4) Learning contributions (e.g., awareness, knowledge, insights, understanding, skills)
- (5) Potential value (relevance, importance, applicability, usefulness, benefits, etc.)
- (6) Cost-benefit aspects (e.g., global return on investment of time)
- (7) Potential leader development issues the ALD tools might address
- (8) Ideas and suggestions for improving the modules or the overall program

## ANNEX A: USER JURY FEEDBACK INSTRUMENT - LEADER ADAPTABILITY SELF-TRAINING SYSTEM (LASTS)

Rank: \_\_\_\_\_ Today's Date: \_\_\_\_\_

This survey asks for your reactions to the LASTS tool demonstrated during the user jury session. Please base your responses on what you saw and heard in the demonstration.

It should take you about 15-20 minutes to complete all questions. Your candid responses are very important – they will help ARI improve the ALD program for fielding to Army leaders.

### SECTION I: Overall Impressions

1. Considering the Army's education system, where do you think the LASTS modules could play a valuable role? (Circle all that apply)

USMA/ROTC    BNCOC    BOLC    ANCOC    CCC    PCC    CGSC/SAMS    SMA    Self-Development

2. For your own career, about how much time do you think it would be worth spending on the *Self-Appraisal* module you saw today? (Circle one)

Less than 30 min    30 min-1 hr    1-2 hrs    2-3 hrs    3-4 hrs    More than 4 hrs

3. What priority would you suggest for the LASTS modules as a part of the Army's leader development program? (Circle one)

High    Medium    Low

4. What are your general thoughts about the LASTS as a leader development tool?




## SECTION II: LASTS Training Modules

For each statement below, circle the number that best reflects how much you agree or disagree with the statement:

0–Not Applicable      1–Strongly Disagree      2–Moderately Disagree      3–Slightly Disagree  
4–Slightly Agree      5–Moderately Agree      6–Strongly Agree

How much do you agree with the following?	Circle one for each item						
	0	1	2	3	4	5	6
1. The LASTS modules appear easy to use.	0	1	2	3	4	5	6
2. The LASTS modules relate directly to me and my career.	0	1	2	3	4	5	6
3. I'd like to work thru all five modules because I think they're valuable.	0	1	2	3	4	5	6
4. The <i>Self-Appraisal</i> module covers important aspects of leader dvlpt.	0	1	2	3	4	5	6
5. The self-appraisal biases make sense based on my experience.	0	1	2	3	4	5	6
6. The <i>Self-Appraisal</i> module provides useful information.	0	1	2	3	4	5	6
7. The <i>Self-Appraisal</i> module gave me insights re: my self-dvlpt approach.	0	1	2	3	4	5	6
8. The <i>Self-Appraisal</i> module added to my understanding of self-dvlpt.	0	1	2	3	4	5	6
9. The exercises focus on realistic situations and challenges.	0	1	2	3	4	5	6
10. The training exercises are challenging.	0	1	2	3	4	5	6
11. The feedback from the exercises is a valuable teaching tool.	0	1	2	3	4	5	6
12. The exercises provide useful information and techniques.	0	1	2	3	4	5	6
13. The training taught me how to accurately appraise myself.	0	1	2	3	4	5	6
14. The training taught me to think about self-appraisal.	0	1	2	3	4	5	6
15. I think the LASTS modules would take too much time.	0	1	2	3	4	5	6
16. I can see some definite benefits of the LASTS modules.	0	1	2	3	4	5	6
17. I see how I could apply what's taught in these modules to my career.	0	1	2	3	4	5	6
<b>Comments on changes needed to make the modules more effective:</b>							

18. What thoughts do you have about the value of the LASTS modules?

## SECTION III: General Comments

For each statement below, circle the number that best reflects how much you agree or disagree with the statement:

0–Not Applicable      1–Strongly Disagree      2–Moderately Disagree      3–Slightly Disagree  
4–Slightly Agree      5–Moderately Agree      6–Strongly Agree

How much do you agree with the following?	Circle one for each item						
	0	1	2	3	4	5	6
1. Leader development competes with my everyday training mission.	0	1	2	3	4	5	6
2. Leader development planning is good for an Army officer's career.	0	1	2	3	4	5	6
3. I think LASTS training could make me a better leader.	0	1	2	3	4	5	6
4. I think LASTS training would be good for leaders I know.	0	1	2	3	4	5	6
5. I am satisfied with the Army's leader development tools and practices.	0	1	2	3	4	5	6
6. I am satisfied with my unit's leader dvlpt priorities and resources.	0	1	2	3	4	5	6
<i>Comments on leader development practices and tools in the Army:</i>							

7. How would you improve the LASTS modules you saw in the demonstration?

8. What thoughts or suggestions do you have about leader development in the Army?

## ANNEX B: USER JURY FEEDBACK INSTRUMENT - CRITICAL THINKING SKILLS (CTS)

PARTICIPANT NUMBER \_\_\_\_\_ TODAY'S DATE \_\_\_\_\_

**INSTRUCTIONS:** For each item, circle the number that best reflects your level of agreement with that statement.

7 = Strongly Agree 6 = Somewhat Agree 5 = Slightly Agree 4 = Neutral 3 = Slightly Disagree 2 = Somewhat Disagree 1 = Strongly Disagree		Strongly Agree						
		Somewhat Agree						
		Slightly Agree						
		Neutral						
		Slightly Disagree						
		Somewhat Disagree						
		Strongly Disagree						
		1.	The training package is a valuable leader development tool.	1	2	3	4	
2.	The training taught me how to listen, analyze, and evaluate messages.	1	2	3	4	5	6	7
3.	The training module was informative.	1	2	3	4	5	6	7
4.	The training tool was responsive to my educational needs.	1	2	3	4	5	6	7
5.	The questions included as part of the training made me think critically about issues in the scenario.	1	2	3	4	5	6	7
6.	I was frustrated with the training approach.	1	2	3	4	5	6	7
7.	The training helped me perform a self-appraisal of my leadership skills.	1	2	3	4	5	6	7
8.	The training taught me to think about the big picture by evaluating and piecing together specific and generalized events.	1	2	3	4	5	6	7
9.	Creating a leadership plan and leadership goals are necessary to be an effective leader.	1	2	3	4	5	6	7
10.	The feedback from the exercises was a valuable teaching tool.	1	2	3	4	5	6	7
11.	The training exercises were challenging.	1	2	3	4	5	6	7
12.	The training exercises would require too much time.	1	2	3	4	5	6	7
13.	The information gained from the training exercises was useful.	1	2	3	4	5	6	7
14.	The training received will be easily implemented into real-world application.	1	2	3	4	5	6	7
15.	The benefits received from this on-line training would out weigh the time required to complete it.	1	2	3	4	5	6	7
16.	I recommend this training for all individuals in leadership positions.	1	2	3	4	5	6	7

## ANNEX C: USER FEEDBACK INSTRUMENT - UNIT PARTICIPANTS

### Unit Participant User Satisfaction Survey on the ALD Program

Name: \_\_\_\_\_ Today's Date \_\_\_\_\_  
Unit: \_\_\_\_\_  
Date started ALD program: \_\_\_\_\_

Your candid opinions are important to us. We expect that everyone liked different parts of this program and put in varying amounts of effort at different times. Please let us, and by extension, the Army know the extent to which you found the training useful.

#### SECTION ONE

Please estimate the number of hours you spent on each of the following areas. If you did not complete an area or skipped a portion altogether, please state your reason in the dialog box.

Pre-measures (for example, demographic form, the Tacit Knowledge of Military

Leadership measure, the personality profile) \_\_\_\_\_

Self-awareness (LASTS) modules: \_\_\_\_\_

Critical Thinking Skills modules \_\_\_\_\_

Interpersonal Skills (AXL) vignettes \_\_\_\_\_

Which of the four sections mentioned above was the most useful to you? Why?

Which of the four sections was the least useful to you? Why?

If any of this training were to be incorporated into formal training, where would you think it best fits?

\_\_\_ BNOC

\_\_\_ OBC

\_\_\_ ANOC

\_\_\_ CCC

\_\_\_ ROTC/USMA

\_\_\_ CGSC

**INSTRUCTIONS:** For each item, circle the number that best reflects your level of agreement with that statement.

7 = Strongly Agree 6 = Somewhat Agree 5 = Slightly Agree 4 = Neutral 3 = Slightly Disagree 2 = Somewhat Disagree 1 = Strongly Disagree		Strongly Agree						
		Somewhat Agree						
		Slightly Agree						
		Neutral						
		Slightly Disagree						
		Somewhat Disagree						
		Strongly Disagree						
1.	<b>Unit Cohesion Measure</b>							
2.	The questions allowed me to correctly express the attitudes of the unit.	1	2	3	4	5	6	7
3.	The questions on Unit Cohesion were pertinent to the topic.	1	2	3	4	5	6	7
4.	I 'clicked through' this measure.	1	2	3	4	5	6	7
5.	<b>Multifactor Leadership Questionnaire</b>							
6.	The questions in the multifactor leadership area accurately reflected my leadership style.	1	2	3	4	5	6	7
7.	The questions on multifactor leadership covered all aspects of leadership.	1	2	3	4	5	6	7
8.	The questions accurately described me as a leader and established a base line.	1	2	3	4	5	6	7
9.	The feedback was useful for me as a leader.	1	2	3	4	5	6	7
10.	The readings provided added to my understanding of the MLQ.	1	2	3	4	5	6	7
11.	This questionnaire was useful.	1	2	3	4	5	6	7
12.	I 'clicked through' this measure.	1	2	3	4	5	6	7
13.	<b>Personality measures (IPIP-NEO)</b>							
14.	The feedback gave me some insight into some aspects of my personality.	1	2	3	4	5	6	7
15.	This tool was useful.	1	2	3	4	5	6	7
16.	I 'clicked through' this measure.	1	2	3	4	5	6	7
17.	<b>Tacit Knowledge for Military Leaders</b>							

7 = Strongly Agree 6 = Somewhat Agree 5 = Slightly Agree 4 = Neutral 3 = Slightly Disagree 2 = Somewhat Disagree 1 = Strongly Disagree		Strongly Agree						
		Somewhat Agree						
		Slightly Agree						
		Neutral						
		Slightly Disagree						
		Somewhat Disagree						
		Strongly Disagree						
		18.	The feedback with comparisons to subject matter experts was useful.	1	2	3	4	5
19.	The readings gave me some useful information.	1	2	3	4	5	6	7
20.	I ‘clicked through’ this measure.	1	2	3	4	5	6	7
21.	Leader opinions							
22.	The questions on Leadership Opinions accurately reflected me as a leader.	1	2	3	4	5	6	7
23.	I ‘clicked through’ this measure.	1	2	3	4	5	6	7
24.	Leader experiences							
25.	I ‘clicked through’ this measure.	1	2	3	4	5	6	7
26.	This measure allowed me to outline all leadership experiences I’ve had.	1	2	3	4	5	6	7
27.	LASTS/Self Appraisal Modules							
28.	The LASTS modules appeared easy to use.	1	2	3	4	5	6	7
29.	The LASTS modules related directly to me and my career.	1	2	3	4	5	6	7
30.	The exercises focused on realistic situations and challenges.	1	2	3	4	5	6	7
31.	The feedback from the exercises was a valuable teaching tool.	1	2	3	4	5	6	7
32.	The training exercises were challenging.	1	2	3	4	5	6	7
33.	The exercises provided useful information and techniques.	1	2	3	4	5	6	7
34.	The training taught me to think about self-appraisal.	1	2	3	4	5	6	7
35.	I think the LASTS modules took too much time.	1	2	3	4	5	6	7
36.	I can see some definite benefits of the LASTS modules.	1	2	3	4	5	6	7
37.	Critical Thinking Skills							

7 = Strongly Agree 6 = Somewhat Agree 5 = Slightly Agree 4 = Neutral 3 = Slightly Disagree 2 = Somewhat Disagree 1 = Strongly Disagree		Strongly Agree						
		Somewhat Agree						
		Slightly Agree						
		Neutral						
		Slightly Disagree						
		Somewhat Disagree						
		Strongly Disagree						
		38.	Creating a leadership plan and leadership goals are necessary to be an effective leader.	1	2	3	4	5
39.	The training exercises were challenging.	1	2	3	4	5	6	7
40.	The information gained from the training exercises was useful.	1	2	3	4	5	6	7
41.	The training received was easily implemented into real-world application.	1	2	3	4	5	6	7
42.	The training taught me how to listen, analyze, and evaluate messages.	1	2	3	4	5	6	7
43.	The training taught me to think about the big picture by evaluating and piecing together specific and generalized events.	1	2	3	4	5	6	7
44.	The training helped me perform a self-appraisal of my leadership skills.	1	2	3	4	5	6	7
45.	The training taught me to think about the big picture by evaluating and piecing together specific and generalized events.	1	2	3	4	5	6	7
46.	The feedback from the exercises was a valuable teaching tool.	1	2	3	4	5	6	7
47.	The training taught me how to listen, analyze, and evaluate messages.	1	2	3	4	5	6	7
48.	AXL							
49.	The films focused on real world situations and leadership problems.	1	2	3	4	5	6	7
50.	The films highlighted critical leadership issues.	1	2	3	4	5	6	7
51.	Interactive feedback from the actors of the film provided insight into their thought process as a leader.	1	2	3	4	5	6	7

7 = Strongly Agree 6 = Somewhat Agree 5 = Slightly Agree 4 = Neutral 3 = Slightly Disagree 2 = Somewhat Disagree 1 = Strongly Disagree		<b>Strongly Agree</b>						
		<b>Somewhat Agree</b>						
		<b>Slightly Agree</b>						
		<b>Neutral</b>						
		<b>Slightly Disagree</b>						
		<b>Somewhat Disagree</b>						
		<b>Strongly Disagree</b>						
		52.	The discussions and feedback from the other members of the group watching the film provided different leadership points of view.	1	2	3	4	
53.	<b><u>GENERAL COMMENTS:</u></b>							
54.	I wanted more feedback about how I was doing during the training modules.	1	2	3	4	5	6	7
55.	The training exercises required too much time.	1	2	3	4	5	6	7
56.	The ALD training interfered with my normal everyday training mission.	1	2	3	4	5	6	7
57.	The training received was easily implemented into real-world application.	1	2	3	4	5	6	7
58.	The benefits received from this on-line training out weighted the time required to complete it.	1	2	3	4	5	6	7
59.	The training received changed my leadership style.	1	2	3	4	5	6	7
60.	I am a better leader after completing this training.	1	2	3	4	5	6	7
61.	I recommend this training for all individuals in leadership positions.	1	2	3	4	5	6	7

**Please add any comment below (continue on the reverse if necessary).**  
**Thank you for your time and input.**